



Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program in Indonesian Language and Literature
Education

Document Code

SEMESTER LEARNING PLAN

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-----------------------------------|--|--------------------------|--|------------------------------|------|-----|-----|-----|-----|-----|-----|-----|------|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Innovative Learning I | 8820103091 | Compulsory Study Program Subjects | T=3 | P=0 | ECTS=4.77 | 4 | September 1, 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | | SP Developer | Course Cluster Coordinator | | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | - | - | | | Prof. Dr. Anas Ahmadi, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Project Based Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-5 | Contribute to improving the quality of life of the community, nation and state as well as progressing changes based on Pancasila | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td style="width: 10%;">P.O</td> <td style="width: 10%;">P.O</td> <td style="width: 10%;">P.O</td> <td style="width: 10%;">P.O</td> <td style="width: 10%;">P.O</td> <td style="width: 10%;">P.O</td> <td style="width: 10%;">P.O</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | | | P.O | P.O | P.O | P.O | P.O | P.O | P.O | P.O | PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | P.O | P.O | P.O | P.O | P.O | P.O | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> <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> </table> | | | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | PO-1 | | | | | | | | | | | | | | | | |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | This course contains an examination of the principles of teaching and learning language and literature and their application in Indonesian language learning to improve the ability to solve Indonesian language learning problems in schools by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, discussion and presentation, and reflection. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Brown, H. Douglas. 1980. Principles of Language Learning and Teaching. New Jersey: Prentice Hall. Inc. 2. Klein, Wolfgang. 1986 . Second Language Acquisition . Cambridge: Cambridge University Press. 3. Subyacto, Sri Utari-N. 1993. Metodologi Pengajaran Bahasa . Jakarta: Gramedia. 4. Hamied, Fuad Abdul. 1987. Proses Belajar Mengajar Bahasa . Jakarta: Depdikbud. 5. Rahmanto, B. 1996. Metode Peng ajaran Sastra . Yogyakarta: Kanisius. 6. Sumardi, Mujanto. 1992. Berbagai Pendekatan Dalam Pengajaran Bahasa dan Sastra . Jakarta: Gramedia. 7. Roestiyah. 1991. Strategi Belajar Mengajar . Jakarta: Rineka Cipta. 8. Ischak & Wardji. 1987. Pengajaran Remedial dalam Proses Belajar Mengajar. Yogyakarta: Liberty. 9. Suyatno. 2004. Teknik Pembelajaran Bahasa dan Sastra . Surabaya: SIC. 10. Ginnis, Paul. 2008. Trik & Taktik Mengajar . Jakarta: P.T. Indeks. 11. Sanjaya, Wina. 2008. Strategi Pembelajaran (Be rorientasi Standar Proses Pendidikan). Jakarta: Kencana Prenada Media Group. 12. Usman, Moh. User. 1995. Menjadi Guru Profesional . Bandung: Remaja Rosdakarya. 13. Suderajat, Hari. 2004. Implementasi Kurikulum Berbasis Kompetensi (KBK). Bandung: Cipta Cekas Grafika. 14. Prawiradilaga, Dewi Salma. 2008. Prinsip Desain Pembelajaran . Jakarta: Kencana Prenada Media Group 15. Sumber lain yang relevan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Prof. Dr. Suyatno, M.Pd. Yermia Nugroho Agung Wibowo, S.Pd., M.Pd. Prof. Dr. Anas Ahmadi, 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 1 | Mastering the concept map of the Innovative Learning course | Explains the concept map for innovative language and literature learning | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Total weight 100/ per question item weight 20 2.20 = Complete, logical answer, and standard sentences. 3.16 = Complete, logical answer, but the sentences are not standard 4.12 = Logical answer, but incomplete 5.8 = The answers are less logical and incomplete 6.4 = Answer is not relevant to the question <p>Form of Assessment : Participatory Activities</p> | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 1% |
| 2 | Mastering the essential characteristics of innovative language and literature learning strategies | Explain the nature of the language acquisition process | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Total Weight 100/ Per question item 25: 2.25 = Complete, logical answer, and standard sentences. 3.20 = Complete, logical answer, but the sentences are not standard 4.15 = Logical answer, but incomplete 5.10 = The answers are less logical and incomplete 6.5 = Answer is not relevant to the question <p>Form of Assessment : Participatory Activities</p> | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | Material: - Bibliography: <i>Praviradilaga, Dewi Salma. 2008. Principles of Learning Design. Jakarta: Kencana Prenada Media Group</i> | 1% |
| 3 | Mastering the essential characteristics of innovative language and literature learning strategies | Explain the nature of the language learning process. | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Total Weight 100/ Per question item 25: 2.25 = Complete, logical answer, and standard sentences. 3.20 = Complete, logical answer, but the sentences are not standard 4.15 = Logical answer, but incomplete 5.10 = The answers are less logical and incomplete 6.5 = Answer is not relevant to the question <p>Form of Assessment : Participatory Activities</p> | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | Material: - Bibliography: <i>Klein, Wolfgang. 1986 . Second Language Acquisition . Cambridge: Cambridge University Press.</i> | 1% |
| 4 | Mastering concepts and being able to apply approaches in learning language and literature. | Explains the concept and application of various general learning approaches | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Total Weight 100/ Per question item 25: 2.25 = Complete, logical answer, and standard sentences. 3.20 = Complete, logical answer, but the sentences are not standard 4.15 = Logical answer, but incomplete 5.10 = The answers are less logical and incomplete 6.5 = Answer is not relevant to the question <p>Form of Assessment : Participatory Activities</p> | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 1% |
| 5 | Mastering concepts and being able to apply approaches in learning language and literature. | Explains the concept and application of various language-specific learning approaches | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Total Weight 100/ Per question item 25: 2.25 = Complete, logical answer, and standard sentences. 3.20 = Complete, logical answer, but the sentences are not standard 4.15 = Logical answer, but incomplete 5.10 = The answers are less logical and incomplete 6.5 = Answer is not relevant to the question <p>Form of Assessment : Participatory Activities</p> | Specific approaches to language learning (functional, humanistic, etc.) 3 X 50 | | Material: - Library: <i>Roestiyah. 1991. Teaching and Learning Strategies. Jakarta: Rineka Cipta.</i> | 2% |

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| 6 | Mastering concepts and being able to apply various learning models. | Explains the concept and application of models in language and literature learning. | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Total weight 100/ Per question item 20 2.20 = Complete, logical answer, and standard sentences. 3.16 = Complete, logical answer, but the sentences are not standard 4.12 = Logical answer, but incomplete 5.8 = The answers are less logical and incomplete 6.4 = Answer is not relevant to the question <p>Form of Assessment : Participatory Activities</p> | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | <p>Material: - Bibliography: <i>Klein, Wolfgang. 1986 . Second Language Acquisition . Cambridge: Cambridge University Press.</i></p> | 2% |
| 7 | Mastering concepts and being able to apply language and literature learning methods. | Explains the concept and application of general methods in learning language and literature. | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) <p>Form of Assessment : Participatory Activities</p> | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | <p>Material: - Bibliography: <i>Hamied, Fuad Abdul. 1987. Language Teaching and Learning Process. Jakarta: Department of Education and Culture.</i></p> | 2% |
| 8 | UTS | Explains the concept map for Innovative Learning in language and literature. Explain the nature of the process of language acquisition and learning. Explain the nature of the language learning process. Explains the concept and application of various learning approaches. Explains the concept and application of various learning approaches. Explains the concept and application of models in language and literature learning. Explains the concept and application of general methods in learning language and literature. | <p>Criteria:</p> <p>Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2))</p> <p>Form of Assessment : Test</p> | Direct learning 3 X 50 | | | 5% |
| 9 | Mastering concepts and being able to apply special methods of learning language and literature. | Explains the concept and application of special methods in learning language and literature. | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Skills assessment is also carried out by looking at the results of the work or assignments carried out by students. The assignments are collected in the form of a portfolio. Assessment assignments include: (1) Paper writing assignments, and (2) Presentations. Assessment is carried out using a 1-4 rating scale with a rubric: 2.1 = very poor, 3.2 = sufficient 4.3 = good 5.4 = very good <p>Form of Assessment : Practice / Performance</p> | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 5% |

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| 10 | Mastering concepts and being able to apply various techniques in learning (1) Mastering the concept of learning design | 1.Explains the concept and application of techniques in language and literature learning 2.Implement approaches, methods and techniques in designing learning. | Criteria: 1.Skills assessment is also carried out by looking at the results of the work or assignments carried out by students. The assignments are collected in the form of a portfolio. Assessment assignments include: (1) Paper writing assignments, and (2) presentation assignments. Assessment is carried out using a 1-4 rating scale with a rubric: 2.1 = very poor, 3.2 = sufficient 4.3 = good 5.4 = very good Form of Assessment : Participatory Activities | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | Material: - Library: <i>Sanjaya, Vienna. 2008. Learning Strategy (Educational Process Standards Oriented). Jakarta: Kencana Prenada Media Group.</i> | 5% |
| 11 | Mastering concepts and being able to apply various techniques in learning (2) Mastering the concept of learning design | Explaining the concept and application of techniques in language and literature learning. Implementing approaches, methods and techniques in designing learning. | Criteria: 1.Skills assessment is also carried out by looking at the results of the work or assignments carried out by students. The assignments are collected in the form of a portfolio. Assessment assignments include: (1) Paper writing assignments, and (2) presentation assignments. Assessment is carried out using a 1-4 rating scale with a rubric: 2.1 = very poor, 3.2 = sufficient 4.3 = good 5.4 = very good Form of Assessment : Practice / Performance | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | Material: - Bibliography: <i>Hamied, Fuad Abdul. 1987. Language Teaching and Learning Process. Jakarta: Department of Education and Culture.</i> | 10% |
| 12 | Mastering concepts and being able to apply basic teaching skills. Develop learning plans based on basic teaching skills. | Identifying characteristics and applying basic teaching skills in language and literature teaching and learning. | Criteria: 1.Skills assessment is also carried out by looking at the results of the work or assignments carried out by students. The assignments are collected in portfolio form. Assessment assignments include: (1) Paper writing assignments, and (2) presentation/practical assignments. Assessment is carried out using a 1-4 rating scale with a rubric: 2.1 = very poor, 3.2 = sufficient 4.3 = good 5.4 = very good Form of Assessment : Practice / Performance | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | Material: - Reference: <i>Suyatno. 2004. Language and Literature Learning Techniques. Surabaya: SIC.</i> | 10% |
| 13 | Mastering the concepts and applying various classroom management approaches. | Identifying characteristics and implementing classroom management approaches in language and literature teaching and learning. | Criteria: 1.Skills assessment is also carried out by looking at the results of the work or assignments carried out by students. The assignments are collected in portfolio form. Assessment assignments include: (1) Paper writing assignments/assignments, and (2) practical assignments/presentations. Assessment is carried out using a 1-4 rating scale with a rubric: 2.1 = very poor, 3.2 = sufficient 4.3 = good 5.4 = very good Form of Assessment : Project Results Assessment / Product Assessment | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 5% |

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| 14 | Mastering the characteristics of language and literature learning materials and media. | Identifying and designing language and literature learning materials and media. | <p>Criteria:</p> <ol style="list-style-type: none"> Skills assessment is also carried out by looking at the results of the work or assignments carried out by students. The assignments are collected in portfolio form. Assignment assessments include: (1) Paper/report writing assignments, and (2) practical/presentation assignments. Assessment is carried out using a 1-4 rating scale with a rubric: <ol style="list-style-type: none"> 2.1 = very poor, 3.2 = sufficient 4.3 = good 5.4 = very good <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | <p>Material: - References: <i>Usman, Moh. Users. 1995. Becoming a Professional Teacher. Bandung: Rosdakarya Youth.</i></p> | 10% |
| 15 | Mastering concepts and being able to implement enrichment and improvement programs | Identify and design enrichment programs and improvement programs. | <p>Criteria:</p> <ol style="list-style-type: none"> Skills assessment is also carried out by looking at the results of the work or assignments carried out by students. The assignments are collected in portfolio form. Assignment assessments include: (1) Paper/report writing assignments, and (2) practical/presentation assignments. Assessment is carried out using a 1-4 assessment scale with a rubric: <ol style="list-style-type: none"> 2.1 = very poor, 3.2 = sufficient 4.3 = good 5.4 = very good <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | <p>Material: - Bibliography: <i>Prawiradilaga, Dewi Salma. 2008. Principles of Learning Design. Jakarta: Kencana Prenada Media Group</i></p> | 10% |
| 16 | UAS | Meeting indicators 9-15 | <p>Criteria:</p> <ol style="list-style-type: none"> Criteria The assessments carried out on aspects of attitude, knowledge and skills are as follows: Participation during lectures through observation (weight 2) Assignments are assessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2) Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50 | | <p>Material: - Bibliography: <i>Prawiradilaga, Dewi Salma. 2008. Principles of Learning Design. Jakarta: Kencana Prenada Media Group</i></p> | 30% |

Evaluation Percentage Recap: Project Based Learning

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 15% |
| 2. | Project Results Assessment / Product Assessment | 55% |

| | | |
|----|------------------------|------|
| 3. | Practice / Performance | 25% |
| 4. | Test | 5% |
| | | 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** 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.
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.