



Universitas Negeri Surabaya
Faculty of Languages and Arts
Japanese Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|-----------------------------------|--|--------------------------|--|------------------------------|------|-------|--------|----|----|----|----|----|----|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Basic Conversation | 8820504314 | Study Program Elective Courses | T=4 | P=0 | ECTS=6.36 | 5 | July 11, 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Didik Nurhadi, M.Pd., M.A., Ph.D. | | | | | Rusmiyati, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-8 | Able to plan, implement and evaluate Japanese language learning, linguistics, educational science and research oriented towards process standards using science and technology-based Japanese language learning resources and learning media. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-14 | Mastering basic language concepts, language learning, language skills, language research and Japanese language education. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin: auto;"> <tr> <td style="width: 30%;">P.O</td> <td style="width: 30%;">PLO-8</td> <td style="width: 30%;">PLO-14</td> </tr> </table> | | | | | | P.O | PLO-8 | PLO-14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | PLO-8 | PLO-14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table> | | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | This course studies basic level Japanese conversation material as a provision for communication skills in Japanese correctly and naturally. The skill target of this course is that students are expected to be able to use Japanese vocabulary, expressions and sentences in communication. In addition, students are expected to be able to: (1) play roles in Japanese spoken discourse; (2) composing Japanese conversations in various contexts; (3) solving questions in Japanese language proficiency tests, especially expressions in basic Japanese conversations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. JICA. 1982. Japanese Conversation. Tokyo: Tokyo International Center 2. Ishizawa, Hiroko et. all. 2002. Minna no Nihongo Shokyu I Romajiban. Tokyo: Surienetto | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Dr. Urip Zaenal Fanani, M.Pd. Dr. Ina Ika Pratita, M.Hum. Dr. Mintarsih, S.S., M.Pd. Dr. Roni, M.Hum., M.A. Didik Nurhadi, M.Pd., M.A., Ph.D. Joko Prasetyo, 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 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Students are able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Students can design basic conversations according to the theme.</p> <p>4.4. Students can play roles in basic conversations according to the theme</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme 4. Able to design basic conversations</p> | <p>Criteria:</p> <ol style="list-style-type: none"> 1.suitability of theme 2.theme selection 3.accuracy of use of expressions 4.fluency in conversational dialogue 5.appropriateness of conversational pronunciation <p>Forms of Assessment :</p> <p>Participatory Activities, Portfolio Assessment, Practice / Performance</p> | practice conversation discussion role playing 4 X 50 | | <p>Material: theme 1</p> <p>References: JICA. 1982. <i>Japanese Conversation.</i> Tokyo: Tokyo International Center</p> <hr/> <p>Material: theme 1</p> <p>References: Ishizawa, Hiroko et. all. 2002. <i>Minna no Nihongo Shokyu I Romajiban.</i> Tokyo: Surienetto</p> | 5% |
| 2 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Students are able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Students can design basic conversations according to the theme.</p> <p>4.4. Students can play roles in basic conversations according to the theme</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <ol style="list-style-type: none"> 1.suitability of theme 2.theme selection 3.accuracy of use of expressions 4.fluency in conversational dialogue 5.appropriateness of conversational pronunciation <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p> | practice conversation discussion role playing 4 X 50 | | <p>Material: theme 2</p> <p>Reference: JICA. 1982. <i>Japanese Conversation.</i> Tokyo: Tokyo International Center</p> <hr/> <p>Material: theme 2</p> <p>References: Ishizawa, Hiroko et. all. 2002. <i>Minna no Nihongo Shokyu I Romajiban.</i> Tokyo: Surienetto</p> | 4% |
| 3 | <p>1. Students can carry out conversations in elementary level Japanese according to themes. Students are able to understand various basic Japanese expressions according to theme 3. students can design basic conversations according to the theme, 4. Students can play roles in basic conversations according to the theme</p> | <p>1. Able to speak basic level Japanese according to theme 2. Able to understand various basic Japanese expressions according to the theme 3. Able to make basic conversations according to the theme 4. Able to design basic conversations</p> | <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment, Portfolio Assessment</p> | 4 X 50 | | <p>Material: theme 2</p> <p>Reference: JICA. 1982. <i>Japanese Conversation.</i> Tokyo: Tokyo International Center</p> <hr/> <p>Material: theme 2</p> <p>References: Ishizawa, Hiroko et. all. 2002. <i>Minna no Nihongo Shokyu I Romajiban.</i> Tokyo: Surienetto</p> | 10% |

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|---|--|---|--|--------|--|---|----|
| 4 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Students are able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Students can design basic conversations according to the theme</p> <p>4.4. Students can play roles in basic conversations according to the theme</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <p>1.able to plan conversations</p> <p>2.able to practice conversation using role play techniques</p> <p>Forms of Assessment :</p> <p>Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p> | 4 X 50 | | <p>Material: theme 3</p> <p>Reference: <i>JICA. 1982. Japanese Conversation. Tokyo: Tokyo International Center</i></p> | 5% |
| 5 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Students are able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Students can design basic conversations according to the theme</p> <p>4.4. Students can play roles in basic conversations according to the theme</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <p>1.able to plan conversations</p> <p>2.able to practice conversation using role play techniques</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Portfolio Assessment, Practice / Performance</p> | 4 X 50 | | <p>Material: theme 4</p> <p>Reference: <i>JICA. 1982. Japanese Conversation. Tokyo: Tokyo International Center</i></p> | 5% |
| 6 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Students are able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Students can design basic conversations according to the theme</p> <p>4.4. Students can play roles in basic conversations according to the theme</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <p>1.able to plan conversations</p> <p>2.able to practice conversation using role play techniques</p> <p>Form of Assessment :</p> <p>Participatory Activities, Practice/Performance</p> | 4 X 50 | | <p>Material: theme 4</p> <p>References: <i>Ishizawa, Hiroko et. all. 2002. Minna no Nihongo Shokyu I Romajiban. Tokyo: Surienetto</i></p> | 5% |

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|---|--|---|---|---|--|---|-----|
| 7 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Students are able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Students can design basic conversations according to the theme</p> <p>4.4. Students can play roles in basic conversations according to the theme</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <p>1.able to plan conversations</p> <p>2.able to practice conversation using role play techniques</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p> | <p>discussion and presentation, roleplay 4 X 50</p> | | <p>Material: theme 5</p> <p>Reference: <i>JICA. 1982. Japanese Conversation. Tokyo: Tokyo International Center</i></p> | 5% |
| 8 | <p>able to produce interesting multimedia conversations</p> | <p>multimedia assessment instrument</p> | <p>Criteria:</p> <p>1.1. Students are able to design content well</p> <p>2.2. Students are able to act out conversations with basic Japanese expressions according to the theme</p> <p>3.3. Able to communicate with lecturers with appropriate responses</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p> | <p>assessment by administering tests, UTS</p> | | <p>Material: themes 1 to 4</p> <p>Reader: <i>JICA. 1982. Japanese Conversation. Tokyo: Tokyo International Center</i></p> | 20% |
| 9 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <p>1.able to produce interesting multimedia conversations</p> <p>2.able to practice conversation according to the role taken</p> <p>Form of Assessment : Practice / Performance</p> | <p>discussion, role playing 4x50</p> | | <p>Material: theme 6</p> <p>Reference: <i>JICA. 1982. Japanese Conversation. Tokyo: Tokyo International Center</i></p> | 5% |

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|----|---|---|---|-------------------------------|--|--|----|
| 10 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <p>1.able to produce interesting multimedia conversations</p> <p>2.able to practice conversation according to the role taken</p> <p>Form of Assessment : Practice / Performance</p> | discussion, role playing 4x50 | | <p>Material: theme 6</p> <p>Reference: JICA. 1982. <i>Japanese Conversation.</i> Tokyo: Tokyo International Center</p> | 5% |
| 11 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <p>1.able to produce interesting multimedia conversations</p> <p>2.able to practice conversation according to the role taken</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p> | discussion, role playing 4x50 | | <p>Material: theme 6</p> <p>Reference: JICA. 1982. <i>Japanese Conversation.</i> Tokyo: Tokyo International Center</p> | 0% |
| 12 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <p>1.able to produce interesting multimedia conversations</p> <p>2.able to practice conversation according to the role taken</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p> | discussion, role playing 4x50 | | <p>Material: theme 7</p> <p>Reference: JICA. 1982. <i>Japanese Conversation.</i> Tokyo: Tokyo International Center</p> <hr/> <p>Material: theme 7</p> <p>References: <i>Ishizawa, Hiroko et. all. 2002. Minna no Nihongo Shokyu I Romajiban.</i> Tokyo: Surienetto</p> | 5% |

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|----|---|---|--|-------------------------------|--|--|----|
| 13 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <p>1.able to produce interesting multimedia conversations</p> <p>2.able to practice conversation according to the role taken</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p> | discussion, role playing 4x50 | | <p>Material: theme 7</p> <p>Reference: JICA. 1982. <i>Japanese Conversation.</i> Tokyo: Tokyo International Center</p> <hr/> <p>Material: theme 7</p> <p>References: Ishizawa, Hiroko et. all. 2002. <i>Minna no Nihongo Shokyu I Romajiban.</i> Tokyo: Surienetto</p> | 0% |
| 14 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <p>1.able to produce interesting multimedia conversations</p> <p>2.able to practice conversation according to the role taken</p> <p>Form of Assessment :</p> <p>Participatory Activities, Practice/Performance</p> | discussion, role playing 4x50 | | <p>Material: theme 7</p> <p>References: Ishizawa, Hiroko et. all. 2002. <i>Minna no Nihongo Shokyu I Romajiban.</i> Tokyo: Surienetto</p> <hr/> <p>Material: theme 8</p> <p>Reference: JICA. 1982. <i>Japanese Conversation.</i> Tokyo: Tokyo International Center</p> <hr/> <p>Material: theme 8</p> <p>References: Ishizawa, Hiroko et. all. 2002. <i>Minna no Nihongo Shokyu I Romajiban.</i> Tokyo: Surienetto</p> | 5% |
| 15 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <p>1.able to produce interesting multimedia conversations</p> <p>2.able to practice conversation according to the role taken</p> <p>Form of Assessment :</p> <p>Participatory Activities</p> | discussion, role playing 4x50 | | <p>Material: theme 7</p> <p>References: Ishizawa, Hiroko et. all. 2002. <i>Minna no Nihongo Shokyu I Romajiban.</i> Tokyo: Surienetto</p> <hr/> <p>Material: theme 8</p> <p>Reference: JICA. 1982. <i>Japanese Conversation.</i> Tokyo: Tokyo International Center</p> <hr/> <p>Material: theme 8</p> <p>References: Ishizawa, Hiroko et. all. 2002. <i>Minna no Nihongo Shokyu I Romajiban.</i> Tokyo: Surienetto</p> | 0% |

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|----|---|---|---|---------------------------------------|--|-----|
| 16 | <p>1.1. Students can carry out conversations in basic Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>1.1. Able to speak basic level Japanese according to the theme</p> <p>2.2. Able to understand various basic Japanese expressions according to the theme</p> <p>3.3. Able to make basic conversations according to the theme</p> <p>4.4. Able to design basic conversations</p> | <p>Criteria:</p> <p>1.able to produce interesting multimedia conversations</p> <p>2.able to practice conversation according to the role taken</p> <p>Form of Assessment : Participatory Activities, Tests</p> | giving interview tests, 4x50 roleplay | <p>Material: theme 7</p> <p>References: <i>Ishizawa, Hiroko et. all. 2002. Minna no Nihongo Shokyu I Romajiban. Tokyo: Surienetto</i></p> <p>Material: theme 8</p> <p>Reference: <i>JICA. 1982. Japanese Conversation. Tokyo: Tokyo International Center</i></p> <p>Material: theme 8</p> <p>References: <i>Ishizawa, Hiroko et. all. 2002. Minna no Nihongo Shokyu I Romajiban. Tokyo: Surienetto</i></p> | 20% |
|----|---|---|---|---------------------------------------|--|-----|

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 23.84% |
| 2. | Project Results Assessment / Product Assessment | 19.67% |
| 3. | Portfolio Assessment | 11.34% |
| 4. | Practice / Performance | 34.18% |
| 5. | Test | 10% |
| | | 99.03% |

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.