



**Universitas Negeri Surabaya
Faculty of Languages and Arts,
Javanese Language and Literature Education Undergraduate
Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																														
Philology	8820202194	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	July 17, 2024																																																																																																														
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																																																																															
		Respati Retno Utami, S.Pd., M.Pd.	Prof. Dr. Darni, M.Hum.			Latif Nur Hasan, S.Pd., M.Pd.																																																																																																															
Learning model	Project Based Learning																																																																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																				
	PLO-5	Mastering the theoretical concepts of Javanese language, literature, culture and research methods;																																																																																																																			
	PLO-7	Skilled in oral and written Javanese language in Javanese and Latin script according to the rules;																																																																																																																			
	PLO-8	Able to appreciate, assess and create modern and classical Javanese literary works in accordance with the structure and rules of literary genres;																																																																																																																			
	Program Objectives (PO)																																																																																																																				
	PO - 1	Utilizing science and technology to obtain, collect and process various basics of philological theory, transliteration, translation, methodological approaches and their application in Javanese manuscripts in order to improve analytical skills in the field of philology and their application in learning Javanese at school.																																																																																																																			
	PO - 2	Master the theoretical concepts of philological theory, transliteration, translation, methodological approaches and their application and be able to formulate solutions to various problems in the analysis of old Javanese manuscripts in a procedural manner.																																																																																																																			
	PO - 3	Make strategic decisions based on information and data analysis, as well as provide guidance in choosing various alternative solutions in resolving and resolving transliteration, translation and analysis practices of old Javanese manuscripts in schools.																																																																																																																			
	PO - 4	Have a commitment and attitude of responsibility for your own and group learning performance in solving various philological problems, including transliteration, translation, and practice of analyzing old Javanese manuscripts at school.																																																																																																																			
	PLO-PO Matrix																																																																																																																				
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-7</th> <th colspan="4">PLO-8</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td colspan="4"></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td colspan="3">✓</td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> <td colspan="3">✓</td> </tr> </tbody> </table>						P.O	PLO-5	PLO-7	PLO-8				PO-1	✓						PO-2		✓					PO-3				✓			PO-4				✓																																																																														
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																					
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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														✓	✓	✓
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Short Course Description	Study of philological theory, approaches and methods and their application to old Javanese manuscripts to improve analytical skills in the field of philology and their application in learning Javanese at school by utilizing science and technology based on an attitude of responsibility. This course is presented with a system of assignments, practice, discussion, presentation and reflection.																																																																																																																				

References		Main :					
		<ol style="list-style-type: none"> 1. Baried, Siti Baroroh. .1985. Pengantar Teori Filologi. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa Departemen Pendidikan dan Kebudayaan Jakarta. 2. Behrend dan Pudjiastuti, T. E. dan Titik.(ed) 1997. Katalog Induk Naskah-Naskah Nusantara Jilid 3A-3B: Fakultas Sastra Universitas Indonesia. Jakarta: Yayasan Obor Indonesia 3. Behrend, T. E .1995. Serat Jatiswara-Struktur dan Perubahan di dalam Puisi Jawa 1600-1930 (terj. A. Ikram). Jakarta: INIS. 4. Behrend, T. E .1998. Katalog Induk Naskah-Naskah Nusantara Jilid 4: Perpustakaan Nasional Republik Indonesia. 5. Behrend, T. E. 1990. Katalog Induk Naskah-naskah Nusantara Jilid I. Jakarta: Djambatan. 6. Churchill, W. A. 1965. Watermarks in Paper in Holland, England, France, Etc., in the XVII and XVIII Centuries and Their Interconnection. Amsterdam: Menno Hertzberger and Co. 7. Darusuprpta. 1985. "Keadaan dan Jenis Naskah Jawa". Keadaan dan Perkembangan Bahasa, Sastra, Etika, Tatakrama, dan Seni Pertunjukan Jawa, Bali, Sunda. Yk: PPPKN (Javanologi). Dirjen P dan K. 8. Darusuprpta. 1990b. Kritik Teks. Makalah Seminar. Yogyakarta: Fakultas Sastra Universitas Gadjah Mada Yogyakarta. 9. Darusuprpta.1984. "Beberapa Masalah Kebahasaan dalam Penelitian Naskah". Widyaparwa, 26, hlm. 1-12. 10. Dipodjojo. 1996. Memperkirakan Titimangsa Suatu Naskah. Yogyakarta: Lukman Offset. 11. Djamaris, Edwar. 1977. "Filologi dan Cara Kerja Filologi". Majalah Bahasa dan Sastra, 1, III, hlm. 20-33. 12. Girardet dan Soetanto. 1983. Descriptive Catalogue of the Javanese Manuscripts and Printed Books in the main Libraries of Surakarta and Yogyakarta. Wisbaden: Franz Steiner Verlag GMBH. 13. Kumar, Ann. 2017. Illuminations the Writing Traditions of Indonesia. Jakarta: The Lontar Foundation. 14. Lindsay, Jennifer, R. M. Soetanto, dan Alan Feinstein. 1994. Katalog Induk Naskah-Naskah Nusantara: Kraton Yogyakarta Jilid Jakarta: Djambatan. 15. Padmosoekotjo, S. 1989. Wewaton Panulise Basa Jawa Nganggo Aksara Jawa. Surabaya: PT. Citra Jaya Murti. 16. Poerwadarminta, W. J. S. 1939. Baoesastra Djawa. Groningen Batavia: J. B. Wolters. 17. Saktimulya, Sri Ratna. 2005. Katalog Naskah-Naskah Perpustakaan Pura Pakualaman. Jakarta: Yayasan Obor Indonesia. 18. Sudaryanto. 1991. Tata Bahasa Baku Bahasa-Jawa . Yogyakarta: Duta Wacana University Press. 19. Surono. 1983. Pelestarian Naskah Lama dan Penyebarannya: Catatan Ringkas tentang Transliterasi, Terjemahan, dan Saduran. Makalah Seminar.Yogyakarta: Jurusan Sastra Indonesia, Fakultas Sastra Universitas Gadjah Mada Yogyakarta. 20. Wedhawati, dkk. 2001. Tata Bahasa Jawa Mutakhir. Jakarta: Pusat Bahasa Departemen Pendidikan Nasional Jakarta. 					
		Supporters:					
		<ol style="list-style-type: none"> 1. Londhe, NL, Desale, SK dan Patil, SK (2011), 2. Zhang, X., Chen, S., Zhao, YC, Song, S. dan Zhu, Q. (2020), 3. Zhao, Y., Mishra, P., Worthington, VL dan Ferdig, RE (1998), 4. Gupta, DK dan Sharma, V. (2017), "Memperkaya dan meningkatkan warisan budaya digital melalui kontribusi orang banyak", Jurnal Pengelolaan Warisan Budaya dan Pembangunan Berkelanjutan, Vol. 7 No.1, hal.14-32. https://doi.org/10.1108/JCHMSD-12-2014-0043 5. Walter, KL dan Price, KM (2004), "Panduan online untuk manuskrip Walt Whitman yang tersebar", Library Hi Tech, Vol. 22 No.3, hal.277-282. https://doi.org/10.1108/07378830410560071 					
Supporting lecturer		Respati Retno Utami, 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	Discuss the basic principles of philological theory.	<p>1.1. Students discuss study contracts.</p> <p>2.2. Students can discuss the meaning of philology and the objects of philology.</p> <p>3.3. Students can discuss the characteristics of philological research.</p> <p>4.4. Students can discuss the theoretical background of philology.</p>	<p>Criteria: activeness in discussing material about basic philological theory.</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	2 X 50	team base method 2 X 50	<p>Material: Understand the meaning of philology and the objects of philology.</p> <p>Bibliography: <i>Baried, Siti Baroroh. .1985. Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development, Department of Education and Culture, Jakarta.</i></p> <hr/> <p>Material: Understand the theoretical background of philology.</p> <p>Bibliography: <i>Darusuprpta. 1985. "Condition and Types of Javanese Manuscripts". Condition and Development of Javanese, Balinese, Sundanese Language, Literature, Ethics, Manners and Performing Arts. Yk: PPPKN (Javanology). Director General of P and K.</i></p> <hr/> <p>Material: Understanding the characteristics of philological research.</p> <p>Reader: <i>Baried, Siti Baroroh. .1985. Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development, Department of Education and Culture, Jakarta.</i></p>	5%
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2	Discuss the basic principles of philological theory.	<p>1.1. Students discuss study contracts.</p> <p>2.2. Students can discuss the meaning of philology and the objects of philology.</p> <p>3.3. Students can discuss the characteristics of philological research.</p> <p>4.4. Students can discuss the theoretical background of philology.</p>	<p>Criteria: activeness in discussing material about basic philological theory.</p> <p>Form of Assessment : Participatory Activities</p>	2 X 50	team base method 2 X 50	<p>Material: Understand the meaning of philology and the objects of philology.</p> <p>Bibliography: <i>Baried, Siti Baroroh. .1985. Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development, Department of Education and Culture, Jakarta.</i></p> <hr/> <p>Material: Understanding the theoretical background of philology.</p> <p>Bibliography: <i>Darusuprpta. 1985. "Condition and Types of Javanese Manuscripts". Condition and Development of Javanese, Balinese, Sundanese Language, Literature, Ethics, Manners and Performing Arts. Yk: PPPKN (Javanology). Director General of P and K.</i></p> <hr/> <p>Material: Understanding the characteristics of philological research.</p> <p>Reader: <i>Baried, Siti Baroroh. .1985. Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development, Department of Education and Culture, Jakarta.</i></p>	5%
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3	Discuss the basic principles of transliteration in philology.	<p>1.1. Students can discuss the meaning of transliteration.</p> <p>2.2. Students can discuss the differences between transliteration and transcription.</p> <p>3.3. Students can discuss transliteration guidelines.</p>	<p>Criteria: activeness in discussing material about the basic principles of transliteration in philology.</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	2 X 50	case method, team based learning 2 X 50	<p>Material: material about the meaning of transliteration</p> <p>Reader: <i>Baried, Siti Baroroh. .1985. Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development, Department of Education and Culture, Jakarta.</i></p> <hr/> <p>Material: transliteration and transcription.</p> <p>Bibliography: <i>Churchill, WA 1965. Watermarks in Paper in Holland, England, France, Etc., in the XVII and XVIII Centuries and Their Interconnection. Amsterdam: Menno Hertzberger and Co.</i></p> <hr/> <p>Material: transliteration guidelines</p> <p>References: . <i>Kumar, Ann. Illuminations the Writing Traditions of Indonesia. Jakarta: The Lontar Foundation.</i></p>	5%
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4	Discuss the basic principles of transliteration in philology.	<p>1.1. Students can discuss the meaning of manuscript translation.</p> <p>2.2. Students can discuss the differences between textology and codicology.</p> <p>3.3. Students can discuss manuscript translation guidelines.</p>	<p>Criteria: activeness in discussing material about the basic principles of translation in philology.</p> <p>Form of Assessment : Participatory Activities</p>	2 X 50	<p>team base learning 2 X 50</p>	<p>Material: material about the meaning of transliteration</p> <p>Reader: <i>Baried, Siti Baroroh. .1985. Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development, Department of Education and Culture, Jakarta.</i></p> <hr/> <p>Material: transliteration and transcription.</p> <p>Bibliography: <i>Churchill, WA 1965. Watermarks in Paper in Holland, England, France, Etc., in the XVII and XVIII Centuries and Their Interconnection. Amsterdam: Menno Hertzberger and Co.</i></p> <hr/> <p>Material: transliteration guidelines</p> <p>References: . <i>Kumar, Ann. Illuminations the Writing Traditions of Indonesia. Jakarta: The Lontar Foundation.</i></p>	5%
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5	State the types of research methods and techniques in philological research.	<p>1.1. Students can explain the meaning and types of qualitative methods</p> <p>2.2. Students can explain the meaning and types of mix methods.</p> <p>3.3. Students can explain the meaning and types of data collection techniques, data analysis and data verification.</p>	<p>Criteria: activeness in discussing material about methods and techniques in research.</p> <p>Form of Assessment : Portfolio Assessment</p>	2 X 50	Small Group Discussion, and Self Directed Learning 2 X 50	<p>Material: definition and types of qualitative methods</p> <p>References: <i>Girardet and Soetanto. 1983. Descriptive Catalog of the Javanese Manuscripts and Printed Books in the main Libraries of Surakarta and Yogyakarta. Wisbaden: Franz Steiner Verlag GMBH.</i></p> <hr/> <p>Material: definition and types of mix method.</p> <p>Reference: <i>Darusuprpta. 1990b. Text Criticism. Seminar Paper. Yogyakarta: Faculty of Letters, Gadjah Mada University, Yogyakarta.</i></p> <hr/> <p>Material: understanding and types of data collection techniques, data analysis, and data verification.</p> <p>Bibliography: <i>Churchill, WA 1965. Watermarks in Paper in Holland, England, France, Etc., in the XVII and XVIII Centuries and Their Interconnection. Amsterdam: Menno Hertzberger and Co.</i></p>	5%
6	apply the stages of manuscript description in the selected manuscript text.	<p>1.1. Students can collect data about the manuscripts chosen for research.</p> <p>2.2. Students can identify descriptions of the manuscripts selected for research.</p> <p>3.3. Students can write manuscript descriptions in descriptive and tabular form.</p>	<p>Criteria: activeness in discussing material about methods and techniques in research.</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Small Group Discussion, problem base learning 2 X 50	2 X 50	<p>Material: manuscript description</p> <p>Bibliography: <i>Darusuprpta. 1990b. Text Criticism. Seminar Paper. Yogyakarta: Faculty of Letters, Gadjah Mada University, Yogyakarta.</i></p>	10%

7	apply the stages of manuscript description in the selected manuscript text.	<p>1.1. Students can collect data about the manuscripts chosen for research.</p> <p>2.2. Students can identify descriptions of the manuscripts selected for research.</p> <p>3.3. Students can write manuscript descriptions in descriptive and tabular form.</p>	<p>Criteria: activeness in discussing material about methods and techniques in research.</p> <p>Form of Assessment : Participatory Activities</p>	Small Group Discussion, problem based learning. 2 X 50	2 X 50	<p>Material: manuscript description</p> <p>Bibliography: <i>Darusuprpta. 1990b. Text Criticism. Seminar Paper. Yogyakarta: Faculty of Letters, Gadjah Mada University, Yogyakarta.</i></p>	5%
8	apply the stages of manuscript description in the selected manuscript text.	<p>1.1. Students can explain philological theory.</p> <p>2.2. Students can explain the stages of philology.</p> <p>3.3. Students can explain the application of philological theory.</p>	<p>Criteria: activeness in discussing material about methods and techniques in research.</p> <p>Form of Assessment : Test</p>	2 X 50 test	2 X 50	<p>Material: manuscript description</p> <p>Bibliography: <i>Darusuprpta. 1990b. Text Criticism. Seminar Paper. Yogyakarta: Faculty of Letters, Gadjah Mada University, Yogyakarta.</i></p>	10%
9	apply manuscript transliteration in the selected manuscript text.	<p>1.2. Students can identify descriptions of the manuscripts selected for research.</p> <p>2.3. Students can write manuscript descriptions in descriptive and tabular form.</p>	<p>Criteria: activeness in discussing material about the basics of transliteration in manuscripts.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	problem base learning 2 X 50		<p>Material: transliteration of manuscripts</p> <p>Bibliography: <i>Djamaris, Edwar. 1977. "Philology and How Philology Works". Language and Literature Magazine, 1, III, p. 20-33.</i></p>	10%
10	apply manuscript transliteration in the selected manuscript text.	<p>1.1. Students can identify the transliteration of the manuscript chosen for research.</p> <p>2.2. Students can write transliterations of texts in descriptive form.</p>	<p>Criteria: activeness in discussing material about the basics of transliteration in manuscripts.</p> <p>Form of Assessment : Portfolio Assessment</p>	Simulation and Project Base Learning 2 X 50		<p>Material: transliteration of manuscripts</p> <p>Bibliography: <i>Djamaris, Edwar. 1977. "Philology and How Philology Works". Language and Literature Magazine, 1, III, p. 20-33.</i></p>	5%
11	apply the manuscript translation in the selected manuscript text.	<p>1.1. Students can identify the translation of the manuscript chosen for research.</p> <p>2.2. Students can write translations of texts in descriptive form.</p>	<p>Criteria: activeness in translating manuscripts.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	problem base learning, case method 2 X 50		<p>Material: manuscript translation</p> <p>Bibliography: <i>Churchill, WA 1965. Watermarks in Paper in Holland, England, France, Etc., in the XVII and XVIII Centuries and Their Interconnection. Amsterdam: Menno Hertzberger and Co.</i></p>	5%

12	apply the manuscript translation in the selected manuscript text.	1.1. Students can identify the translation of the manuscript chosen for research. 2.2. Students can write translations of texts in descriptive form.	Criteria: activeness in translating manuscripts. Form of Assessment : Portfolio Assessment	problem base learning, case method 2 X 50		Material: manuscript translation Bibliography: <i>Churchill, WA 1965. Watermarks in Paper in Holland, England, France, Etc., in the XVII and XVIII Centuries and Their Interconnection. Amsterdam: Menno Hertzberger and Co.</i>	5%
13	present the results of philological research based on selected manuscript texts.	1. Students can make ppt based on research in groups. 2. Students can present the results of applying philological theory well.	Criteria: activeness in presentation. Form of Assessment : Project Results Assessment / Product Assessment	team base learning 2 X 50		Material: presentation of analysis of the application of philological theory. References: <i>Behrend, T. E. 1995. Fiber Jatiswara-Structure and Change in Javanese Poetry 1600-1930 (trans. A. Ikram). Jakarta: INIS.</i>	5%
14	present the results of philological research based on selected manuscript texts.	1. Students can make ppt based on research in groups. 2. Students can present the results of applying philological theory well.	Criteria: activeness in presentation. Form of Assessment : Participatory Activities, Portfolio Assessment	team base learning 2 X 50		Material: presentation of analysis of the application of philological theory. References: <i>Behrend, T. E. 1995. Fiber Jatiswara-Structure and Change in Javanese Poetry 1600-1930 (trans. A. Ikram). Jakarta: INIS.</i>	5%
15	present the results of philological research based on selected manuscript texts.	1. Students can express opinions and suggestions regarding other groups' presentations. 2. Students can evaluate the advantages and disadvantages of other groups' work.	Criteria: activeness in presentation. Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	team base learning 2 X 50		Material: presentation of analysis of the application of philological theory. References: <i>Behrend, T. E. 1995. Fiber Jatiswara-Structure and Change in Javanese Poetry 1600-1930 (trans. A. Ikram). Jakarta: INIS.</i>	5%
16	evaluate the results of colleagues' presentations based on the results of the presentations that have been put forward.	master the application of philological theory	Criteria: activeness in discussing material about basic philological theory. Form of Assessment : Test	2 X 50 test		Material: Understand the meaning of philology and the objects of philology. Bibliography: <i>Djamaris, Edwar. 1977. "Philology and How Philology Works". Language and Literature Magazine, 1, III, p. 20-33.</i>	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	30%
2.	Project Results Assessment / Product Assessment	22.5%
3.	Portfolio Assessment	27.5%
4.	Test	20%
		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.