



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

Document  
Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>		
Study the School Curriculum	8820203162		T=2   P=0   ECTS=3.18	5	July 17, 2024		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>			
	Dr. Octo Dendy Andriyanto, M.Pd.		Prof. Dr. Udjang Pairin, M.Pd.	Latif Nur Hasan, S.Pd., M.Pd.			
<b>Learning model</b>	Case Studies						
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>					P.O
P.O							
<b>Short Course Description</b>	This course contains an examination of the nature and components of the curriculum, competencies in learning Javanese language and literature in the curriculum as well as processing the curriculum in an applicable manner in learning Javanese language and literature at school 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.						
<b>References</b>	<b>Main :</b>						
	<ol style="list-style-type: none"> <li>1. Sanjana, Wina. 2008. Kurikulum dan Pembelajaran :Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP) . Jakarta: Kencana Prenada Media Group</li> <li>2. Sukmadinata, Nana Syaodih. 1999. Pengembangan Kurikulum: Teori dan Praktik. Bandung: Remaja Rosdakarya.</li> <li>3. Soetopo, Hendayat dan Wasty Sumanto. 1993. Pembinaan dan Pengembangan Kurikulum. Jakarta: Bumi Aksara.</li> <li>4. Reksoatmodjo. 2010. Pengembangan Kurikulum Pendidikan . Bandung: Refika Aditama.</li> <li>5. Tarigan, Henry Guntur. 1986. Telaah Buku Teks Bahasa Indonesia. Bandung; Angkasa.</li> <li>6. Pusat Perbukuan Nasional. Pedoman Penulisan Buku Pelajaran: Penjelasan Standar Mutu Buku Pelajaran Bahasa dan Sastra Indonesia . Jakarta: Depdiknas.</li> <li>7. Muslich, Masnur. 2008. Kurikulum Tingkat Satuan Pendidikan: Dasar Pemahaman dan Pengembangan . Jakarta: Bumi Aksara</li> <li>8. Sumber lain yang relevan</li> </ol>						
	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Dr. Octo Dendy Andriyanto, S.Pd., M.Pd.						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Mastering the concept map of the School Curriculum Study course. Mastering the basic concepts of the school curriculum	Explaining the concept map for the School Curriculum Study course. Explaining the basic concepts of the curriculum	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material:</b> School Curriculum Study course Mastering the basic concepts of the school curriculum <b>Library:</b> <i>Sanjana, Vienna. 2008. Curriculum and Learning: Theory and Practice of Educational Unit Level Curriculum Development (KTSP). Jakarta: Kencana Prenada Media Group</i></p>	5%
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2	Mastering the philosophical and psychological foundations in curriculum development.	Explains the philosophical and psychological foundations and their application in developing language and literature curricula.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material:</b> philosophical and psychological foundations in curriculum development.</p> <p><b>Bibliography:</b> Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Rosdakarya Youth.</p>	5%
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3	Mastering the socio-cultural foundations and development of science and technology in curriculum development.	Explain the socio-cultural basis and development of science and technology and its application in developing language and literature curricula.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material:</b> Socio-cultural foundations and the development of science and technology in curriculum development.</p> <p><b>Bibliography:</b> <i>Soetopo, Hendayat and Wasty Sumanto. 1993. Curriculum Development and Development. Jakarta: Bumi Literacy.</i></p>	5%
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4	Mastering various curriculum development models (1)	Identify and apply various curriculum development models that are relevant to learning Javanese language and literature	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material:</b> curriculum development model <b>Reader:</b> <i>Reksoatmodjo. 2010. Educational Curriculum Development. Bandung: Refika Aditama.</i></p>	5%
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5	Mastering various curriculum development models (2)	Identify and apply various curriculum development models that are relevant to learning Javanese language and literature	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50	<p><b>Material:</b> curriculum development model (2)</p> <p><b>References:</b> <i>Tarigan, Henry Guntur. 1986. Review of Indonesian Language Textbooks. Bandung; Space.</i></p>	5%
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6	Mastering various curriculum developments in Indonesia	Identify and analyze various Javanese language curriculum developments	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material:</b> curriculum development in Indonesia</p> <p><b>Library:</b> National Book Center.</p> <p><b>Guidelines for Writing Textbooks:</b> Explanation of Quality Standards for Indonesian Language and Literature Textbooks. Jakarta: Ministry of National Education.</p>	5%
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7	Mastering the techniques for preparing the Education Unit Level Curriculum (KTSP) and its application.	Prepare a draft KTSP with relevant local Javanese language content.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material:</b> Education Unit Level Curriculum (KTSP) and its application. <b>Bibliography:</b> <i>Sanjana, Vienna. 2008. Curriculum and Learning: Theory and Practice of Educational Unit Level Curriculum Development (KTSP). Jakarta: Kencana Prenada Media Group</i></p>	5%
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8	UTS	Confluence indicators 1-7	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.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))</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities, Tests</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material: UTS</b> <b>Bibliography:</b> <i>Other relevant sources</i></p>	20%
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9	Mastered KTSP 2013	Identify and implement KTSP 2013	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material:</b> Mastering KTSP 2013 <b>Literature:</b> <i>Soetopo, Hendayat and Wasty Sumanto. 1993. Curriculum Development and Development. Jakarta: Bumi Literacy.</i></p>	5%
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10	Mastering KTSP Mulok 2013 Elementary School Regional Language (1)	Identify and implement KTSP Mulok Elementary School Regional Language	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Portfolio Assessment</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material:</b> Mulok 2013 Elementary School Regional Language (1)</p> <p><b>References:</b> <i>Soetopo, Hendayat and Wasty Sumanto. 1993. Curriculum Development and Development. Jakarta: Bumi Literacy.</i></p>	5%
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11	Mastering KTSP Mulok 2013 Elementary School Regional Language (2)	Identifying and implementing KTSP Mulok Regional Language Elementary School Identifying and reconstructing KTSP SDM Analyzing changes to the 2013 revised KTSP	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Portfolio Assessment</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50	<p><b>Material:</b> Analyzing changes to the 2013 KTSP revision.</p> <p><b>Reference:</b> <i>Sanjana, Vienna. 2008. Curriculum and Learning: Theory and Practice of Educational Unit Level Curriculum Development (KTSP. Jakarta: Kencana Prenada Media Group</i></p>	5%
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12	Mastering KTSP Mulok 2013 Middle School Regional Language (1)	Identify and implement KTSP Mulok Regional Middle School Language	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.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)</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material:</b> Mulok 2013 Middle School Regional Language (1)</p> <p><b>Library:</b> <i>Reksoatmodjo. 2010. Educational Curriculum Development. Bandung: Refika Aditama.</i></p>	5%
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13	Mastering KTSP Mulok 2013 Middle School Regional Language (2)	Identifying and implementing KTSP Mulok Regional Language Middle School Reconstruction analysis of 2013 KTSP 2017 revision	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material:</b> Mulok 2013 Middle School Regional Language <b>Library:</b> <i>Sanjana, Vienna. 2008. Curriculum and Learning: Theory and Practice of Educational Unit Level Curriculum Development (KTSP. Jakarta: Kencana Prenada Media Group</i></p>	5%
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14	Mastering KTSP Mulok 2013 High School Regional Language (1)	Identify and implement KTSP Mulok Regional High School Language	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material:</b> Mulok 2013 SMA Regional Language (1)</p> <p><b>References:</b> <i>Muslich, Masnur. 2008. Education Unit Level Curriculum: Basic Understanding and Development. Jakarta: Bumi Literacy</i></p>	5%
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15	Mastering KTSP Mulok 2013 High School Regional Language (2)	Identifying and implementing Mulok Regional Language High School KTSP Identifying and reconstructing the 2017 Revised Regional Language Mulok KTSP	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2. Participation during lectures through observation (weight 2)</li> <li>3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4. 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)</li> <li>5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<b>Material:</b> Mulok 2013 SMA Regional Language (2) <b>References:</b> <i>Sukmadinata, Nana Syaodih. 1999. Curriculum Development: Theory and Practice. Bandung: Rosdakarya Youth.</i>	5%
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16	UAS	Meeting indicators 9-15	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>4.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)</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol> <p><b>Form of Assessment</b> : Test</p>	Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50		<p><b>Material: UAS Literature:</b> <i>Sanjana, Vienna. 2008. Curriculum and Learning: Theory and Practice of Educational Unit Level Curriculum Development (KTSP. Jakarta: Kencana Prenada Media Group</i></p>	20%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	27.5%
2.	Project Results Assessment / Product Assessment	25%
3.	Portfolio Assessment	17.5%
4.	Test	30%
		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.