



**Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Undergraduate Nutrition Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Behavioral Theory	1321102111	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	February 2, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dra. Siti Sulandjari, M.Si; Dra. Rahayu Dewi, M.Si; Choirul Anna Nur Afifah, S.Pd., M.Si. Desty M Sholikhah, S.KM, M.Kes		Choirul Anna Nur Afifah, S.Pd., M.Si			Amalia Ruhana, S.P., M.P.H.	

Learning model	Case Studies																																																																																			
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																			
	PLO-6 Able to utilize science and technology in self-development and solving nutritional problems.																																																																																			
	PLO-8 Able to master the scientific basis of nutrition, food, biomedicine, humanities and public health sciences.																																																																																			
	PLO-9 Able to have an attitude of belief in the Almighty God, be ethical, disciplined, aware of the law, have a social and cultural insight, and behave professionally.																																																																																			
	Program Objectives (PO)																																																																																			
	PO - 1 Students understand behavioral concepts, behavioral domains and theories of health behavior change to design interventions in the community																																																																																			
	PO - 2 Students are able to analyze behavior related to nutritional problems in society																																																																																			
	PO - 3 Students are able to apply behavioral concepts and supporting theories to design interventions to improve nutritional behavior in the community																																																																																			
	PLO-PO Matrix																																																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																				
<table border="1" style="margin-left: 40px;"> <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> <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> </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																
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Short Course Description Discussion of the concept of behavior, the process of forming behavior, behavioral domains, the relationship between nutritional problems and behavior, the concept of behavior change, nutritional behavior in society, as well as designing activities to improve nutritional behavior in society. Learning activities use the case method model (problem based learning) and are carried out through learning experiences: lectures, discussions and assignments

References

Main :

1. Contento R. 2020. Nutrition Education Linking Research Theory and practice. Johnes & Barletts Publishers, Sudbury
2. Fitriani, Sinta. 2011. Promosi Kesehatan. Graha Ilmu: Yogyakarta
3. Irwan. 2017. Etika dan Perilaku Kesehatan. CV. Absolute Media: Yogyakarta
4. Majid AM, Apriany F, dan Akhrini N. 2021. Komunikasi Perubahan Perilaku. ToT Pendampingan Keluarga dalam Percepatan Penurunan Stunting Bagi Fasilitator Tingkat Provinsi. BKKBN-Pusat Pendidikan dan Pelatihan Kependudukan dan Keluarga Berencana.
5. Adventus, Jaya IMM, dan Mahendra D. 2019. Buku Ajar Promosi Kesehatan. Program Studi Diploma Tiga Keperawatan. UKI Jakarta..

Supporters:

6. Rahma A, Sholikhah DM, dkk. 2023. Nutrition Education and Assistance Based on Behavior Change in Adolescent Girls to Improve Nutritional Status and Hemoglobin Levels. Media Gizi Indonesia, No. 18 Vol. 3. Hal 182-187 .
7. Sholikhah DM dan Rahma A. 2022. Perbaikan Status Gizi Balita melalui Pendampingan Gizi secara Intensif di Desa Singosari, Kabupaten Gresik. Jurnal Amerta Nutrition. Vol 6. No. 1 Hal 117-125. Desember 2022.-

Supporting lecturer		Dra. Hj. Siti Sulandjari, M.Si. Dra. Rahayu Dewi Soeyono, M.Si. Choirul Anna Nur Afifah, S.Pd., M.Si. Desty Muzarofatus Sholikhah, S.K.M., M.Kes.					
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	Students are able to understand behavioral theory lecture activities	Students can explain lecture activities, assignments and learning evaluations in behavioral theory MK		100 minutes	Lectures and questions and answers		0%
2	Students are able to understand the concept of behavior and the process of forming behavior	1.1. Students can explain the meaning of behavior 2.2. Students can describe the process of forming behavior	Criteria: Participation activities can be seen from the presence of students and student participation in questions and answers Form of Assessment : Participatory Activities		Discussions, presentations and questions and answers	Material: Behavioral concepts References: 3. Irwan. 2017. <i>Ethics and Health Behavior</i> . CV. Absolute Madia: Yogyakarta Material: Behavioral Concepts Literature: 1. Contento I.R. 2020. <i>Nutrition Education Linking Research Theory and practice</i> . Johnes & Barletts Publishers, Sudbury	2%
3	Students are able to understand the concept of behavior and the process of forming behavior	1.1. Students can explain the meaning of behavior 2.2. Students can describe the process of forming behavior 3.3. Students can describe behavioral theories	Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers Form of Assessment : Participatory Activities		Discussions, presentations and questions and answers	Material: Behavioral concepts References: 3. Irwan. 2017. <i>Ethics and Health Behavior</i> . CV. Absolute Madia: Yogyakarta Material: Formation of behavior References: 1. Contento I.R. 2020. <i>Nutrition Education Linking Research Theory and practice</i> . Johnes & Barletts Publishers, Sudbury Material: Behavior formation References: 5. Adventus, Jaya IMM, and Mahendra D. 2019. <i>Health Promotion Textbook. Nursing Diploma Three Study Program</i> . UKI Jakarta..	5%

4	Students are able to understand the behavioral domain	<p>1.1. Students can identify behavioral domains</p> <p>2.2. Students can describe the behavioral domain</p> <p>3.3. Describe the domain/domain of behavior: knowledge, attitudes, and practices</p>	<p>Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Presenting nutrition cases/problems</p> <p>2. Gathering information/references to solve problems through discussion (Small Group Discussion)</p> <p>3. Presentation of results</p> <p>100 minutes</p>		<p>Material: Behavioral domain</p> <p>References: 2. Fitriani, Sinta. 2011. <i>Health Promotion. Science Graha: Yogyakarta</i></p> <hr/> <p>Material: Behavioral domain</p> <p>Reference: 3. Irwan. 2017. <i>Ethics and Health Behavior. CV. Absolute Madia: Yogyakarta</i></p> <hr/> <p>Material: Behavioral Limits</p> <p>References: 5. Adventus, Jaya IMM, and Mahendra D. 2019. <i>Health Promotion Textbook. Nursing Diploma Three Study Program. UKI Jakarta..</i></p>	5%
5	Students are able to understand the behavioral domain	<p>1.1. Students can identify behavioral domains</p> <p>2.2. Students can describe the behavioral domain</p> <p>3.3. Describe the domain/domain of behavior: knowledge, attitudes, and practices</p>	<p>Criteria:</p> <p>1. Able to present the results of behavioral domain discussions clearly and precisely</p> <p>2. Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Presenting nutrition cases/problems</p> <p>2. Gathering information/references to solve problems through discussion (Small Group Discussion)</p> <p>3. Presentation of results</p> <p>100 minutes</p>		<p>Material: Behavioral domain</p> <p>References: 2. Fitriani, Sinta. 2011. <i>Health Promotion. Science Graha: Yogyakarta</i></p> <hr/> <p>Material: Behavioral domain</p> <p>Reference: 3. Irwan. 2017. <i>Ethics and Health Behavior. CV. Absolute Madia: Yogyakarta</i></p> <hr/> <p>Material: Behavioral Limits</p> <p>References: 5. Adventus, Jaya IMM, and Mahendra D. 2019. <i>Health Promotion Textbook. Nursing Diploma Three Study Program. UKI Jakarta..</i></p>	5%

6	Students are able to understand the relationship between nutritional problems and behavior	<p>1.1. Students can identify nutritional problems in society</p> <p>2.2. Students can explain the causes of nutritional problems</p> <p>3.3. Students can analyze the relationship between nutritional problems and behavior</p>	<p>Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Presenting nutrition cases/problems</p> <p>2. Gathering information/references to solve problems through discussion (Small Group Discussion)</p> <p>3. Presentation of results</p> <p>4. Evaluation of discussion results 100 minutes</p>		<p>Material: Health behavior Reference: 3. Irwan. 2017. <i>Ethics and Health Behavior</i>. CV. Absolute Madia: Yogyakarta</p> <p>Material: Health behavior References: 5. Adventus, Jaya IMM, and Mahendra D. 2019. <i>Health Promotion Textbook. Nursing Diploma Three Study Program</i>. UKI Jakarta..</p> <p>Material: Education and nutritional problems References: 1. Contento I.R. 2020. <i>Nutrition Education Linking Research Theory and practice</i>. Johnes & Barletts Publishers, Sudbury</p>	2%
7	Students are able to understand the relationship between nutritional problems and behavior	<p>1.1. Students can identify nutritional problems in society</p> <p>2.2. Students can explain the causes of nutritional problems</p> <p>3.3. Students can analyze the relationship between nutritional problems and behavior</p>	<p>Criteria:</p> <p>1. Students can present the results of discussions regarding the relationship between nutritional problems and behavior</p> <p>2. Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Presenting nutrition cases/problems</p> <p>2. Gathering information/references to solve problems through discussion (Small Group Discussion)</p> <p>3. Presentation of results</p> <p>4. Evaluation of discussion results 100 minutes</p>		<p>Material: Health behavior Reference: 3. Irwan. 2017. <i>Ethics and Health Behavior</i>. CV. Absolute Madia: Yogyakarta</p> <p>Material: Toddler Nutrition References: 7. Sholikhah DM and Rahma A. 2022. <i>Improving the Nutritional Status of Toddlers through Intensive Nutrition Assistance in Singosari Village, Gresik Regency</i>. <i>Amerta Nutrition Journal</i>. Vol 6.No. 1 Pg 117-125. December 2022. -</p> <p>Material: Education and nutritional problems References: 1. Contento I.R. 2020. <i>Nutrition Education Linking Research Theory and practice</i>. Johnes & Barletts Publishers, Sudbury</p>	5%
8			<p>Criteria: The test at the end of the course is in the form of a written test. Students get the maximum score if they can answer the test questions correctly</p> <p>Form of Assessment : Test</p>	Midterm Exam 100 minutes			15%

9	Students are able to understand the concept of behavior change	<p>1.1. Students can explain changes in behavior</p> <p>2.2. Students can determine indicators of behavior change</p> <p>3.3. Students can describe forms of behavior change</p>	<p>Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	Lecture, question and answer and case presentation 100 minutes		<p>Material: Changes in behavior</p> <p>References: 3. Irwan. 2017. <i>Ethics and Health Behavior</i>. CV. Absolute Madia: Yogyakarta</p> <hr/> <p>Material: Behavioral changes</p> <p>References: 2. Fitriani, Sinta. 2011. <i>Health Promotion</i>. Science Graha: Yogyakarta</p> <hr/> <p>Material: Behavior change</p> <p>References: 4. Majid AM, Apriany F, and Akhrini N. 2021. <i>Behavior Change Communication. ToT Family Assistance in Accelerating Stunting Reduction for Provincial Level Facilitators</i>. BKKBN-Center for Population and Family Planning Education and Training.</p> <hr/> <p>Material: Theory of behavior change</p> <p>References: 5. Adventus, Jaya IMM, and Mahendra D. 2019. <i>Health Promotion Textbook. Nursing Diploma Three Study Program</i>. UKI Jakarta..</p>	2%
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10	Students are able to understand the concept of behavior change	<p>1.1. Students can explain changes in behavior</p> <p>2.2. Students can determine indicators of behavior change</p> <p>3.3. Students can describe forms of behavior change</p>	<p>Criteria:</p> <p>1. Students can present the results of discussions about emotions, perceptions and behavior changes</p> <p>2. Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Presenting nutrition cases/problems</p> <p>2. Gathering information/references to solve problems through discussion (Small Group Discussion)</p> <p>3. Presentation of results</p> <p>4. Evaluation of discussion results 100 minutes</p>		<p>Material: Changes in behavior</p> <p>References: 3. Irwan. 2017. <i>Ethics and Health Behavior</i>. CV. Absolute Madia: Yogyakarta</p> <hr/> <p>Material: Behavioral changes</p> <p>References: 2. Fitriani, Sinta. 2011. <i>Health Promotion. Science Graha</i>: Yogyakarta</p> <hr/> <p>Material: Changes in adolescent behavior</p> <p>References: 6. Rahma A, Sholikhah DM, et al. 2023. <i>Nutrition Education and Assistance Based on Behavior Change in Adolescent Girls to Improve Nutritional Status and Hemoglobin Levels. Indonesian Nutrition Media</i>, No. 18 Vol. 3. Pages 182-187</p> <hr/> <p>Material: Forms of behavior change</p> <p>References: 5. Adventus, Jaya IMM, and Mahendra D. 2019. <i>Health Promotion Textbook. Nursing Diploma Three Study Program</i>. UKI Jakarta..</p>	5%
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11	Students are able to identify nutritional behavior in society	<p>1.1. Students can describe forms of nutritional behavior in society</p> <p>2.2. Students are able to identify the characteristics of individual/community nutritional behavior</p>	<p>Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	Lecture, question and answer, and case presentation 100 minutes		<p>Material: Nutritional behavior</p> <p>References: 2. Fitriani, Sinta. 2011. <i>Health Promotion</i>. Science Graha: Yogyakarta</p> <hr/> <p>Material: Behavior, perception and emotions</p> <p>References: 3. Irwan. 2017. <i>Ethics and Health Behavior</i>. CV. Absolute Madia: Yogyakarta</p> <hr/> <p>Material: Changes in maternal behavior</p> <p>References: 4. Majid AM, Apriany F, and Akhrini N. 2021. <i>Communication for Behavior Change. ToT Family Assistance in Accelerating Stunting Reduction for Provincial Level Facilitators</i>. BKKBN-Center for Population and Family Planning Education and Training.</p> <hr/> <p>Material: Perception and behavior</p> <p>References: 1. Contento R. 2020. <i>Nutrition Education Linking Research Theory and practice</i>. Johnes & Barletts Publishers, Sudbury</p>	2%
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12	Students are able to identify nutritional behavior in society	<p>1.1. Students can describe forms of nutritional behavior in society</p> <p>2.2. Students are able to identify the characteristics of individual/community nutritional behavior</p>	<p>Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Presenting nutrition cases/problems</p> <p>2. Gathering information/references to solve problems through discussion (Small Group Discussion)</p> <p>3. Presentation of results</p> <p>4. Evaluation of discussion results 100 minutes</p>		<p>Material: Nutritional behavior</p> <p>References: 2. Fitriani, Sinta. 2011. <i>Health Promotion. Science Graha: Yogyakarta</i></p> <hr/> <p>Material: Behavior, perception and emotions</p> <p>References: 3. Irwan. 2017. <i>Ethics and Health Behavior. CV. Absolute Madia: Yogyakarta</i></p> <hr/> <p>Material: Changes in adolescent behavior</p> <p>References: 6. Rahma A, Sholikhah DM, et al. 2023. <i>Nutrition Education and Assistance Based on Behavior Change in Adolescent Girls to Improve Nutritional Status and Hemoglobin Levels. Indonesian Nutrition Media, No. 18 Vol. 3. Pages 182-187</i></p> <hr/> <p>Material: Parenting behavior of mothers of toddlers</p> <p>References: 7. Sholikhah DM and Rahma A. 2022. <i>Improving the Nutritional Status of Toddlers through Intensive Nutrition Assistance in Singosari Village, Gresik Regency. Amerta Nutrition Journal. Vol 6.No. 1 Pg 117-125. December 2022.</i></p> <hr/> <p>Material: Perception and behavior</p> <p>References: 1. Contento R. 2020. <i>Nutrition Education Linking Research Theory and practice. Johnes & Barletts Publishers, Sudbury</i></p>	5%
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13	Students are able to design nutrition improvement activities in the community	<p>1.1. Students can analyze nutritional behavior in society</p> <p>2.2. Students can design activities to improve nutritional behavior in the community</p>	<p>Criteria: Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	Caramah, question and answer, and case presentation 100 minutes		<p>Material: Interventions for health problems References: 2. Fitriani, Sinta. 2011. <i>Health Promotion. Science Graha: Yogyakarta</i></p> <hr/> <p>Material: Factors of health behavior Reference: 3. Inwan. 2017. <i>Ethics and Health Behavior. CV. Absolute Madia: Yogyakarta</i></p> <hr/> <p>Material: Nutritional problems References: 1. Contento IR. 2020. <i>Nutrition Education Linking Research Theory and practice. Johnes & Barletts Publishers, Sudbury</i></p> <hr/> <p>Material: Behavior change communication References: 4. Majid AM, Apriany F, and Akhrini N. 2021. <i>Behavior change communication. ToT Family Assistance in Accelerating Stunting Reduction for Provincial Level Facilitators. BKKBN-Center for Population and Family Planning Education and Training.</i></p>	2%
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14	Students are able to design nutrition improvement activities in the community	<p>1.1. Students can analyze nutritional behavior in society</p> <p>2.2. Students can design activities to improve nutritional behavior in the community</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students can present strategies for changing nutritional behavior in the community 2. Participation activities are seen from student attendance and student participation in discussions and questions and answers <p>Form of Assessment : Participatory Activities</p>	<ol style="list-style-type: none"> 1. Presenting nutrition cases/problems 2. Gathering information/references to solve problems through discussion (Small Group Discussion) 3. Presentation of results 4. Evaluation of discussion results 100 minutes 		<p>Material: Interventions for health problems References: 2. Fitriani, Sinta. 2011. <i>Health Promotion. Science Graha: Yogyakarta</i></p> <hr/> <p>Material: Factors of health behavior Reference: 3. Inwan. 2017. <i>Ethics and Health Behavior. CV. Absolute Madia: Yogyakarta</i></p> <hr/> <p>Material: Changes in nutritional behavior References: 6. Rahma A, Sholikhah DM, et al. 2023. <i>Nutrition Education and Assistance Based on Behavior Change in Adolescent Girls to Improve Nutritional Status and Hemoglobin Levels. Indonesian Nutrition Media, No. 18 Vol. 3. Pages 182-187</i></p> <hr/> <p>Material: Behavior change interventions References: 7. Sholikhah DM and Rahma A. 2022. <i>Improving the Nutritional Status of Toddlers through Intensive Nutrition Assistance in Singosari Village, Gresik Regency. Amerta Nutrition Journal. Vol 6.No. 1 Pg 117-125. December 2022.-</i></p> <hr/> <p>Material: Nutritional behavior References: 1. Contento R. 2020. <i>Nutrition Education Linking Research Theory and practice. Johnes & Barletts Publishers, Sudbury</i></p>	10%
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15	Students are able to design nutrition improvement activities in the community	<p>1.1. Students can analyze nutritional behavior in society</p> <p>2.2. Students can design activities to improve nutritional behavior in the community</p>	<p>Criteria:</p> <p>1. Students can present strategies for changing nutritional behavior in the community</p> <p>2. Participation activities are seen from student attendance and student participation in discussions and questions and answers</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Presenting nutrition cases/problems</p> <p>2. Gathering information/references to solve problems through discussion (Small Group Discussion)</p> <p>3. Presentation of results</p> <p>4. Evaluation of discussion results 100 minutes</p>		<p>Material: Interventions for health problems References: 2. Fitriani, Sinta. 2011. <i>Health Promotion. Science Graha: Yogyakarta</i></p> <p>Material: Factors of health behavior Reference: 3. Inwan. 2017. <i>Ethics and Health Behavior. CV. Absolute Madia: Yogyakarta</i></p> <p>Material: Behavior change techniques References: 1. Contento R. 2020. <i>Nutrition Education Linking Research Theory and practice. Johnes & Barletts Publishers, Sudbury</i></p> <p>Material: Behavior change interventions References: 7. Sholikhah DM and Rahma A. 2022. <i>Improving the Nutritional Status of Toddlers through Intensive Nutrition Assistance in Singosari Village, Gresik Regency. Amerta Nutrition Journal. Vol 6.No. 1 Pg 117-125. December 2022.-</i></p>	10%
16			<p>Criteria:</p> <p>The test at the end of the course is in the form of a written test. Students get the maximum score if they can answer the test questions correctly</p> <p>Form of Assessment : Test</p>	Final Semester Exam 100 minutes			25%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Test	40%
		100%

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.

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.