							Document Code
	Universitas Negeri Surabaya **Faculty of Education, Master** **of Education Technology Study Program**						

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PHILOSOPHY OF EDUCATION		8610302038		T=2	P=0	ECTS=4.48	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	PLO-5	Able to show a religious attitude, uphold human values in carrying out duties based on religion, morals and ethics based on religion, morals and ethics
	PLO-11	Able to master knowledge about the theory of application of educational/learning technology based on the region or paradigm of educational/learning technology
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-5	PLO-11

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Examines the concepts of philosophy and philosophy of science related to the philosophy of education, schools of education philosophy, education as a complex system related to social, political and cultural systems, and the philosophy of various new policies in the field of education.

References	**Main :**

1. Djoko Marihandono. 2013. KI Hajar Dewantara"Pemikiran dan Perjuangannya. Jakarta: Museum Kebangkitan Nasional Kementerian Pendidikan dan Kebudayaan.
2. Frieda Treurini. 2013. Driyarkara Si Jenthu: Napak tilas Filsuf Pendidik. Jakarta: PT Kompas Media Nusantara
3. Haryanto (Ed). 2018. Ilmu Pendidikan: Landasan Filosofis, Rujukan Teoritik, dan Terapannya . Yogyakarta: UNY Press.
4. Jusrin Efendi Pohan. 2019. Filsafat Pendidikan: Teori Klasik hingga Postmodernisme dan Problematiknya di Indonesia . Depok: PT RajaGrafindo Persada.
5. Majelis Luhur Persatuan Tamansiswa. 2013. Ki Hajar Dewantara: Pemikiran, Konsepsi, Keteladanan, Sikap Merdeka . Yogyakarta: Universita Sarjanawiyata Tamansiswa (UST Press)
6. Moh Ghufron. 2017. Filsafat Pendidikan . Yogyakarta: Kalimedia.

	Supporters:

Supporting lecturer	Prof. Dr. Siti Masitoh, M.Pd. Prof. Dr. Rusijono, M.Pd. Dr. H. Lamijan Hadi Susarno, 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 | Able to differentiate the concepts of philosophy, philosophy of science and philosophy of education. Able to find at least 5 examples of each related to the application of the concepts of philosophy, philosophy of science and philosophy of education in everyday life. Uphold norms, values, morals, religion, ethics and responsibility in implementing educational philosophy as an educational technologist. Be devoted to God Almighty and have good morals, ethics and personality in completing educational philosophy assignments | 1. Can distinguish: Distinguish between the concepts of philosophy, philosophy of science and philosophy of education
2. Find at least 5 examples related to the application of philosophical concepts in everyday life.
3. Find at least 5 examples related to the application of the concept of philosophy of science in everyday life.
4. Find at least 5 examples related to the application of the FN concept of educational philosophy in everyday life. | **Criteria:**
1. Assessment criteria:Porto Folio instruments and Observations:
2. Score 4, if it describes Very Good quality
3. Score 3, if it describes good quality
4. Score 2, if it describes the quality as Poor
5. Score 1, if it describes poor quality

Form of Assessment :
Participatory Activities | Learning Methods: Case Studies Communicating RPS, learning contracts and strategies for how to study Philosophy of Education courses Brainstorming to explore students' learning experiences related to concepts of philosophy, philosophy of science and philosophy of education Exploring concepts of philosophy, philosophy of science and philosophy of education from various sources. Students in groups to discuss can find :: (a) find at least 5 examples related to the application of philosophical concepts in everyday life, (b) find at least 5 examples related to the application of philosophical concepts of science in everyday life, and (c) find at least at least 5 examples related to the application of the FN concept of educational philosophy in everyday life. 2 X 50 | | | 20% |

2	Able to differentiate the concepts of philosophy, philosophy of science and philosophy of education. Able to find at least 5 examples of each related to the application of the concepts of philosophy, philosophy of science and philosophy of education in everyday life. Uphold norms, values, morals, religion, ethics and responsibility in implementing educational philosophy as an educational technologist. Be devoted to God Almighty and have good morals, ethics and personality in completing educational philosophy assignments	1. Can distinguish: Distinguish between the concepts of philosophy, philosophy of science and philosophy of education 2. Find at least 5 examples related to the application of philosophical concepts in everyday life. 3. Find at least 5 examples related to the application of the concept of philosophy of science in everyday life. 4. Find at least 5 examples related to the application of the FN concept of educational philosophy in everyday life.	**Criteria:** 1. Assessment criteria:Porto Folio instruments and Observations: 2. Score 4, if it describes Very Good quality 3. Score 3, if it describes good quality 4. Score 2, if it describes the quality as Poor 5. Score 1, if it describes poor quality **Form of Assessment** : Participatory Activities	Learning Method: Case Study Communicating RPS, learning contracts and strategies for studying Philosophy of Education courses Brainstorming to explore students' learning experiences related to concepts of philosophy, philosophy of science and philosophy of education Tracing concepts of philosophy, philosophy of science and philosophy of education from various sources Students in groups for discussion can find: : (a) find at least 5 examples related to the application of philosophical concepts in everyday life, (b) find at least 5 examples related to the application of philosophical concepts of science in everyday life, and (c) find at least 5 examples related to the application of the FN concept of educational philosophy in everyday life. 2 X 50			4%
3	Able to use educational philosophy as an analytical study to apply principles and/theories related to the creation, use and management of learning processes and resources to facilitate learning and improve performance Uphold norms, values, morals, religion, ethics and responsibility in applying philosophy education as an educational technologist Be devoted to God Almighty and have good morals, ethics and personality in completing educational philosophy assignments	1. Able to differentiate sources of knowledge and scientific truth. 2, Able to find at least 4 examples of sources of knowledge in educational activities 3, Able to find at least 4 examples of the concept of scientific truth in educational activities	**Criteria:** 1. Assessment criteria:Porto Folio instruments and Observations: 2. Score 4, if it describes Very Good quality 3. Score 3, if it describes good quality 4. Score 2, if it describes the quality as Poor 5. Score 1, if it describes poor quality **Form of Assessment** : Participatory Activities	Learning Method: Case Study Brainstorming to explore students' learning experiences related to the concept of philosophy, philosophy of science and philosophy of education. Searching for concepts of philosophy, philosophy of science and philosophy of education from various sources. Presenting and discussing students can find:: (a) find at least 4 examples related to sources of knowledge in educational activities, and (b) find at least 4 examples of the concept of scientific truth in educational activities 2 X 50			4%

4	Able to use educational philosophy as an analytical study to apply principles and/theories related to the creation, use and management of learning processes and resources to facilitate learning and improve performance Uphold norms, values, morals, religion, ethics and responsibility in applying philosophy education as an educational technologist Be devoted to God Almighty and have good morals, ethics and personality in completing educational philosophy assignments	1. Able to recognize the concept of the stages of science (ontological, epistemological and axiological]! 2. Able to recognize the characteristics of science in the ontological stage! 3. Able to recognize the characteristics of science in the epistemological stage! 4. Able to recognize characteristics of science in the axiological stage! 4. Be able to state at least 3 examples of the application of scientific concepts in the stages: ontological, epistemological and axiological!	**Criteria:** 1. Assessment criteria:Porto Folio instruments and Observations: 2. Score 4, if it describes Very Good quality 3. Score 3, if it describes good quality 4. Score 2, if it describes the quality as Poor 5. Score 1, if it describes poor quality **Form of Assessment** : Participatory Activities	Learning Method: Problem Based Learning Brainstorming to explore students' learning experiences related to science in the ontological, epistemological and axiological stages. Tracing scientific concepts from various sources regarding the stages: ontological, epistemological and axiological. Students presenting and discussing can discover the ontological, epistemological and axiological stages in science. knowledge Students can find at least 4 examples related to the application of knowledge at the ontological, epistemological and axiological stages in educational activities 2 X 50			4%

5	Able to use educational philosophy as an analytical study to apply principles and/theories related to the creation, use and management of learning processes and resources to facilitate learning and improve performance Uphold norms, values, morals, religion, ethics and responsibility in applying philosophy education as an educational technologist Be devoted to God Almighty and have good morals, ethics and personality in completing educational philosophy assignments	1. Able to analyze the concept of educational philosophy from various literature/reference sources2. Able to analyze educational concepts from various educational figures 3. Able to identify the role of educational philosophy 4. Able to identify various schools of modern philosophy	**Criteria:** 1. Assessment criteria:Porto Folio instruments and Observations: 2. Score 4, if it describes Very Good quality 3. Score 3, if it describes good quality 4. Score 2, if it describes the quality as Poor 5. Score 1, if it describes poor quality **Form of Assessment** : Participatory Activities	Learning Method: Problem Based Learning Brainstorming to explore students' learning experiences regarding the concept of educational philosophy, educational concepts, the role of educational philosophy and modernist philosophical schools. Exploring scientific concepts from various sources regarding the concept of educational philosophy, educational concepts, the role of educational philosophy and modernist philosophical schools. Student presentations and discussing can find the concept of educational philosophy, educational concepts, the role of educational philosophy and modern philosophical schools. Students can find at least 4 examples related to the concept of educational philosophy, educational concepts, the role of educational philosophy and modern philosophical schools 2 X 50			4%

6	Able to use educational philosophy as an analytical study to apply principles and/theories related to the creation, use and management of learning processes and resources to facilitate learning and improve performance Uphold norms, values, morals, religion, ethics and responsibility in applying philosophy education as an educational technologist Be devoted to God Almighty and have good morals, ethics and personality in completing educational philosophy assignments	Schools/schools of educational philosophy and their relationship to educational theory 1. Able to find conceptual differences between schools of educational philosophy (a) Idealism, (b) realism, and (c) materialism 2. Able to create a concept map of the relationship between schools of educational philosophy (a) Idealism , (b) realism, and (c) materialism with educational theory3. Able to find at least 3 examples of the application of educational philosophy schools (a) idealism, (b) realism, and (c) materialism in educational attainment;	**Criteria:** 1.assessment criteria: Porto Folio instruments and Observations: 2.Score 4, if it describes Very Good quality 3.Score 3, if it describes good quality 4.Score 2, if it describes the quality as Poor 5.Score 1, if it describes poor quality **Form of Assessment**: Participatory Activities	Learning Method: Problem Based Learning Brainstorming to explore students' learning experiences regarding the concept of educational philosophy, educational concepts, the role of educational philosophy and modernist philosophical schools. Exploring scientific concepts from various sources regarding educational philosophical schools (a) Idealism, (b) realism, and (c) materialism Students presenting and discussing can find different schools of educational philosophy (a) Idealism, (b) realism, and (c) materialism Students can find at least 4 examples related to schools of educational philosophy (a) Idealism, (b) realism, and (c) materialism in the implementation of education 2 X 50				0%
7	Able to use educational philosophy as an analytical study to apply principles and/theories related to the creation, use and management of learning processes and resources to facilitate learning and improve performance Uphold norms, values, morals, religion, ethics and responsibility in applying philosophy education as an educational technologist Be devoted to God Almighty and have good morals, ethics and personality in completing educational philosophy assignments	Schools/schools of educational philosophy and their relationship to educational theory 1. Able to find conceptual differences between schools of educational philosophy (a) perennialism, (b) essentialism, and (c) reconstructionism.2. Able to create a concept map of the relationship between schools of educational philosophy a) perennialism, (b) essentialism, and (c) reconstructionism. with educational theory 3. Able to find at least 3 examples of the application of educational philosophy a) perennialism, (b) essentialism, and (c) reconstructionism. in the implementation of education;	**Criteria:** 1.Assessment criteria:Porto Folio instruments and Observations: 2.Score 4, if it describes Very Good quality 3.Score 3, if it describes good quality 4.Score 2, if it describes the quality as Poor 5.Score 1, if it describes poor quality **Form of Assessment**: Participatory Activities, Tests	Learning Method: Problem Based Learning Brainstorming to explore students' learning experiences regarding modernist philosophy. Searching for scientific concepts from various sources regarding educational philosophy (a) perennialism, (b) essentialism, and (c) reconstructionism. Students can find at least 4 related examples with the educational philosophy of (a) perennialism, (b) essentialism, and (c) reconstructionism. in the implementation of education: 2 X 50				0%
8	Able to evaluate teaching materials from the 1st meeting to the 7th meeting by being able to work on UTSU TS questions		**Form of Assessment**: Project Results Assessment / Product Assessment	2 X 50				0%

9	Able to use educational philosophy as an analytical study to apply principles and/theories related to the creation, use and management of learning processes and resources to facilitate learning and improve performance Uphold norms, values, morals, religion, ethics and responsibility in applying philosophy education as an educational technologist. Be devoted to God Almighty and have good morals, ethics and personality in completing educational philosophy assignments: :	Schools/schools of educational philosophy and their relationship to educational theory 1. Able to find conceptual differences between schools of educational philosophy (a) pragmatism, (b) constructivism, and (c) progressivism. 2. Able to create a concept map of the relationship between schools of educational philosophy (a) pragmatism, (b) constructivism, and (c) progressivism with relevant educational theories3. Able to find at least 3 examples of the application of educational philosophy (a) pragmatism, (b) constructivism, and (c) progressivism in the implementation of education;	**Criteria:** 1. Assessment criteria:Porto Folio instruments and Observations: 2. Score 4, if it describes Very Good quality 3. Score 3, if it describes good quality 4. Score 2, if it describes the quality as Poor 5. Score 1, if it describes poor quality **Form of Assessment** : Participatory Activities	Learning Method: Problem Based Learning1. Brainstorming to explore students' learning experiences regarding modernist philosophical schools. 2. Explore scientific concepts from various sources regarding educational philosophical schools ((a) pragmatism, (b) constructivism, and (c) progressivism. 3. Students can find at least 4 examples related to the educational philosophy of (a) pragmatism, (b) constructivism, and (c) progressivism in the implementation of 2 X 50 education			0%
10	Able to use educational philosophy as an analytical study to apply principles and/theories related to the creation, use and management of learning processes and resources to facilitate learning and improve performance Uphold norms, values, morals, religion, ethics and responsibility in applying philosophy education as an educational technologist Be devoted to God Almighty and have good morals, ethics and personality in completing educational philosophy assignments	Schools/schools of educational philosophy and their relationship to educational theory 1. Able to find conceptual differences between schools of educational philosophy (a) liberalism and (b) humanism 2. Able to explain the results of exploring the relationship between the schools of educational philosophy (a) liberalism and (b) humanism with relevant educational theories3. Able to find at least 3 examples of the application of educational philosophy (a) liberalism and (b) humanism in the implementation of education; :	**Criteria:** 1. Assessment criteria:Porto Folio instruments and Observations: 2. Score 4, if it describes Very Good quality 3. Score 3, if it describes good quality 4. Score 2, if it describes the quality as Poor 5. Score 1, if it describes poor quality **Form of Assessment** : Participatory Activities	Learning Method: Problem Based Learning1. Brainstorming to explore students' learning experiences regarding modernist philosophy. Exploring the concept of science from various sources regarding the schools of educational philosophy (a) liberalism and (b) humanism3. Students can find at least 4 examples related to the educational philosophy of (a) liberalism and (b) humanism in the implementation of education 2 X 50			0%
11	Able to analyze learning problems based on educational philosophy. Able to apply learning theory and practice based on educational philosophy. Upholding norms, values, morals, religion, ethics and responsibility in applying educational philosophy as an educational technologist. Faithful to God Almighty Almighty and has good morals, ethics and personality in completing educational philosophy assignments	1. Able to analyze Pancasila philosophical thinking in education: 2. Able to apply educational philosophy in carrying out educational activities3 Able to analyze Pancasila values to become a basis for implementing education4. Able to create (Create) educational activities based on the Pancasila philosophy	**Criteria:** 1. Assessment criteria:Porto Folio instruments and Observations: 2. Score 4, if it describes Very Good quality 3. Score 3, if it describes good quality 4. Score 2, if it describes the quality as Poor 5. Score 1, if it describes poor quality **Form of Assessment** : Project Results Assessment / Product Assessment	Learning Method: case study1. Brainstorming to explore students' learning experiences regarding the Pancasla philosophy in relation to the implementation of education2. Tracing field facts related to various educational activities based on the Pancasila philosophy 3. Presenting various findings of field facts regarding the practice of applying the Pancasila philosophy in education 2 X 50			0%

| 12 | Able to analyze learning problems based on educational philosophy. Able to apply learning theory and practice based on educational philosophy. Upholding norms, values, morals, religion, ethics and responsibility in applying educational philosophy as an educational technologist. Faithful to God Almighty Almighty and has good morals, ethics and personality in completing educational philosophy assignments | 1. Able to identify the philosophy and paradigm of 212th century education. Able to analyze new policies in education that have existed in Indonesia since the promulgation of Law no. 20 of 2003 concerning the National Education System at the TK/TKLB3 education level. Able to analyze new policies in education that have existed in Indonesia since the promulgation of Law no. 20 of 2003 concerning the National Education System at the elementary/SDLB4 education level. Able to analyze educational policies in 3 parts of the continent related to education in TK/TKLB 5. Able to analyze educational policies in 3 parts of the continent related to education in SD/SDLB | **Criteria:**
 1. Assessment criteria:Porto Folio instruments and Observations:
 2. Score 4, if it describes Very Good quality
 3. Score 3, if it describes good quality
 4. Score 2, if it describes the quality as Poor
 5. Score 1, if it describes poor quality

 Form of Assessment :
 Participatory Activities | Learning Method: case study1. Brainstorming to explore students' learning experiences regarding the philosophy and paradigm of 21st century education at the TK/TKLB and SD/SDLB2 education levels. Tracing field facts related to various educational activities that are based on the Pancasilayang philosophy based on the philosophy and paradigm of 21st century education at the TK/TKLB and SD/SDLB education levels3. Presenting various findings of field facts about the practice of applying the philosophy and paradigm of 21st century education at the TK/TKLB education level. and SD/SDLB 2 X 50 | | | | 0% |
| 13 | Able to analyze learning problems based on educational philosophy. Able to apply learning theory and practice based on educational philosophy. Upholding norms, values, morals, religion, ethics and responsibility in applying educational philosophy as an educational technologist. Faithful to God Almighty Almighty and has good morals, ethics and personality in completing educational philosophy assignments: | 1. Able to identify the philosophy and paradigm of 212th century education. Able to analyze new policies in education that have existed in Indonesia since the promulgation of Law no. 20 of 2003 concerning the National Education System at the education level at SMP/SMPLB3. Able to analyze new policies in education that have existed in Indonesia since the promulgation of Law no. 20 of 2003 concerning the National Education System at the education level at SMP/SMPLB4. Able to analyze educational policies in 3 continents related to education in SMP/SMPLB5. Able to analyze educational policies in 3 continents related to education in SMP/SMPLB | **Criteria:**
 1. Assessment criteria:Porto Folio instruments and Observations:
 2. Score 4, if it describes Very Good quality
 3. Score 3, if it describes good quality
 4. Score 2, if it describes the quality as Poor
 5. Score 1, if it describes poor quality

 Form of Assessment :
 Participatory Activities | Learning method: case study1. Brainstorming to explore students' learning experiences regarding the philosophy and paradigm of 21st century education at the SMP/SMPLB2 education level. Tracing field facts related to various educational activities that are based on the Pancasilayang philosophy based on the philosophy and paradigm of 21st century education at the SMP/SMPLB education level3. Presenting various field fact findings on the practice of applying the philosophy and paradigm of 21st century education at the SMP/SMPLB education level: : 2 50 | | | | 0% |

| 14 | Able to analyze learning problems based on educational philosophy. Able to apply learning theory and practice based on educational philosophy. Upholding norms, values, morals, religion, ethics and responsibility in applying educational philosophy as an educational technologist. Faithful to God Almighty Almighty and has good morals, ethics and personality in completing educational philosophy assignments | 1. Identify the philosophy and paradigm of 212th century education. Analyze new policies in education that have existed in Indonesia since the promulgation of Law no. 20 of 2003 concerning the National Education System at the SMA/SMALB and SMK3 education levels. Analyzing new policies in education that have existed in Indonesia since the promulgation of Law no. 20 of 2003 concerning the National Education System at the education level at SMA/SMALB and SMK4. Analyze educational policies in 3 continents related to education at SMA/SMALB and SMK5. Analyze educational policies in 3 continents related to education at SMA/SMALB and SMK | **Criteria:** 1. Assessment criteria:Porto Folio instruments and Observations: 2. Score 4, if it describes Very Good quality 3. Score 3, if it describes good quality 4. Score 2, if it describes the quality as Poor 5. Score 1, if it describes poor quality

Form of Assessment : Participatory Activities | Learning Method: case study1. Brainstorming to explore students' learning experiences regarding the philosophy and paradigm of 21st century education at the SMP/SMPLB2 education level. Tracing field facts related to various educational activities that are based on the Pancasilayang philosophy based on the philosophy and paradigm of 21st century education at the SMA/SMALB and SMK3 education levels. Presenting various findings of field facts about the practice of applying the philosophy and paradigm of 21st century education at the SMA/SMALB and SMK education levels. : 2 X 50 | | | 0% |
| 15 | Able to analyze learning problems based on educational philosophy. Able to apply learning theory and practice based on educational philosophy. Upholding norms, values, morals, religion, ethics and responsibility in applying educational philosophy as an educational technologist. Faithful to God Almighty Almighty and has good morals, ethics and personality in completing educational philosophy assignments | 1. Identify the philosophy and paradigm of 212th century education. Analyze new policies in education that have existed in Indonesia since the promulgation of Law no. 20 of 2003 concerning the National Education System at the higher education level 3. Analyzing new policies in education that have existed in Indonesia since the promulgation of Law no. 20 of 2003 concerning the National Education System at the higher education level 4. Analyzing educational policies in 3 continents related to higher education 5. Analyzing educational policies in 3 continents related to higher education | **Criteria:** 1. Assessment criteria:Porto Folio instruments and Observations: 2. Score 4, if it describes Very Good quality 3. Score 3, if it describes good quality 4. Score 2, if it describes the quality as Poor 5. Score 1, if it describes poor quality

Form of Assessment : Participatory Activities | Learning Method: case study1. Brainstorming to explore students' learning experiences regarding the philosophy and paradigm of 21st century education at the SMP/SMPLB2 education level. Tracing field facts related to various educational activities based on the Pancasilayang philosophy based on the philosophy and paradigm of 21st century education at the higher education level 3. Presenting various findings of field facts about the practice of applying the philosophy and paradigm of 21st century education at the higher education level 2 X 50 | | | 0% |

16	Able to differentiate the concepts of philosophy, philosophy of science and philosophy of education. Able to find at least 5 examples of each related to the application of the concepts of philosophy, philosophy of science and philosophy of education in everyday life. Able to use educational philosophy as an analytical study to apply the principles and/theories related to the creation, use and management of learning processes and resources to facilitate learning and improve performance Able to analyze learning problems based on educational philosophy Able to apply learning theory and practice based on educational philosophy Uphold norms, values and morals , religion, ethics and responsibility in applying educational philosophy as an educational technologist. Be devoted to God Almighty and have good morals, ethics and personality in completing educational philosophy assignments	FINAL EXAMS	**Form of Assessment** : Project Results Assessment / Product Assessment	2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	36%
		36%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.