

## Universitas Negeri Surabaya Faculty of Education, Master of Education PJJ Study Program, Educational Technology

Document Code

Semester Learning Design         CODE         Course Family         Credit Weight         SEMESTER         Course Family           Teal Perol         ECTS=28.96         2         July 19.2024           AUTHORIZATION         SP Developer         Course Cluster Coordinator         Study Program Coordinator           Project Based Learning         Project Based Learning         Hinnanda Dinas Pradana, M.P.C.           Program Opjectives (PO)           PLO-PD Matrix         USUBOR           PO         PO           PO         PO         PO           PO         PO <th< th=""><th>UNES/</th><th>A</th><th></th><th></th><th></th><th>-</th><th>-</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></th<>	UNES/	A				-	-								
Learning Design         B610903010         Trad         Prof         ECTS=8.96         2         July 19, 2024           AUTHORIZATION         SP Developer         Course Cluster Coordinator         Study Program Coordinator         Study Program Coordinator           Learning model         Project Based Learning         Hirnanda Dimas Pradana, MPd.         Hirnanda Dimas Pradana, MPd.           Program Objectives (PO)         PLO Study program that is charged to the course         Program Objectives (PO)         Program Objectives (PO)           PLO-PO Matrix         P.O         PO         PO         PO         PO           PO         Matrix at the end of each learning stage (Sub-PO)         Veeek         Image: PO         Image: PO         Image: PO           Short Course Outer         P.O         Image: PO         Image: PO         Image: PO         Image: PO           Short Course Outer         P.O         Image: PO         Image: PO         Image: PO         Image: PO           Short Course Outer         P.O         Image: PO         Image: PO         Image: PO         Image: PO         Image: PO           Short Course Outer         P.O         Image: PO					S	SEME	ESTER	LEA	RNI	NG	PL/	٩N			
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Outcomes (PLO)         Program Objectives (PO)           PLO-PO Matrix           P.O           PO Matrix at the end of each learning stage (Sub-PO)           PO Matrix at the end of each learning stage (Sub-PO)           PO Matrix at the end of each learning stage (Sub-PO)           P.O         1			PLO study prog	gram th	at is ch	arged t	o the cours	е							
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PO Matrix at the end of each learning stage (Sub-PO)         P.O       P.O         1       2       3       4       5       6       7       8       9       10       11       12       13       14       15       16         Short Course Description       Main :	(PLO)		PLO-PO Matrix												
P.O         Week         Week         Unit of the second															
Image: Short Course Description			PO Matrix at th	e end o	f each l	earning	j stage (Sub	o-PO)							
Course Description       Main :         References       Main :         Supporters:       Supporters:         Supporting lecturer       Evaluation       Help Learning, Learning methods, Student Assignments, [Estimated time]       Learning materials [References]       Assessment Weight (%)         Week-       Final abilities of each learning stage (Sub-PO)       Indicator       Criteria & Form       Offline (       Online (online)       Assessment Weight (%)				P.(		2	3 4	5 6	7	<u> </u>		10	11 12	13 14 1	.5 16
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Supporting lecturer       Supporting lecturer         Week-       Final abilities of each learning stage (Sub-PO)       Evaluation       Help Learning, Learning methods, Student Assignments, [Estimated time]       Learning materials [References]       Assessment Weight (%)					1										
Iecturer       Indicator       Help Learning, Learning methods, Student Assignments, [Estimated time]       Learning materials [References]       Assessment Weight (%)			Supporters:												
Week-     Final abilities of each learning stage (Sub-PO)     Evaluation     Help Learning, Learning methods, Student Assignments, [Estimated time]     Learning materials [References]     Assessment Weight (%)	Support lecturer	ing													
UIIIIIEI	Week-		h learning ge			Lea Stud [E		Lear Studer [Es	ning n nt Ass <mark>stimat</mark>	netho signm ed tin	ds, ents, ne]	materials			
(1)         (2)         (3)         (4)         (5)         (6)         (7)         (8)	(1)		(2)		(3)		(4)					(	(6)	(7)	(8)

1	Able to examine the concept of learning strategies	<ol> <li>Explain the concept of learning strategies</li> <li>Explains the definition of strategy method models and approaches</li> <li>Explain the differences between strategy method models and approaches.</li> </ol>	Criteria: A= Very good B= Good C= Fairly good D=Not good & written description Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers 3 x 50	Lectures, discussions, questions and answers 3 x 45	Material: Handout of Learning Methods and Models <b>Reference:</b> Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology Material:	2%
						Characteristic Learning Models and Methods Library: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia Material: Teaching and Learning	
						Learning Models: Methodical and Paradigmatic Issues <b>References:</b> Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library	

Able to detail innovative learning concepts	<ol> <li>Explain the meaning of innovative learning</li> <li>Explain the characteristics of innovative</li> </ol>	Criteria: A= Very good B= Good C= Fairly good D=Not good & written description Form of Assessment :	Lectures, discussions, questions and answers 3 x 50	Lectures, discussions, questions and answers 3 x 45	Material: Handout of Learning Methods and Models Reference: Mustaji, et al. 2020. Handout	2%
	learning. 3.Identifying the implementation of innovative learning	Participatory Activities			of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology	
					Material: Creative and Characteristic Learning Models and Methods Library: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia	
					Material: Teaching and Learning Models: Methodical and Paradigmatic Issues <b>References:</b> Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta:	

3	Able to examine	1 Evaloin the	Criteria:	Presentation	Presentation	Material	20%
3	Able to examine the concepts of behaviorism and constructivism approaches.	<ol> <li>Explain the concept of the behaviorist approach</li> <li>Explain the concept of the constructivist approach</li> <li>Identify the characteristics of behaviorist and constructivist approaches</li> <li>Identify the differences between behaviorist and constructivist approaches</li> <li>Explain the implementation of behaviorism and constructivism approaches</li> </ol>	Criteria: A= Very good B= Good C= Fairly good D=Not good & written description Form of Assessment : Participatory Activities, Portfolio Assessment	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	Material: Handout of Learning Methods and Models Reference: Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology Material: Creative and Characteristic Learning Models and Methods Library: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia Material: Learning and Factors That Influence Library: Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta Material: Learning Methods Library: Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta Material: Learning Methods Literature: Sumiati and Asra. 2009. Learning Methods. Bandung: CV Wacana Prima	2%

	Able to understand concepts and types of learning methods	<ol> <li>Clarify the meaning of learning methods</li> <li>Identify types of learning methods</li> <li>Identify types of learning methods</li> </ol>	Criteria: A = Very good B= Good C = Fairly good D=Not good & written description Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	Material: Handout of Learning Methods and Models <b>Reference:</b> Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology <b>Material:</b> Creative and Characteristic Learning Models and Methods <b>Library:</b> Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia <b>Material:</b> Learning Models and Methods. Bogor: Ghalia Indonesia <b>Material:</b> Learning Models and Methods. Bogor: Ghalia Indonesia <b>Material:</b> Learning Methods Literature: Sumiati and Asra. 2009. Learning Methods. Bandung: CV Wacana Prima	2%
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5	Able to understand types of learning strategies (learning strategies)	<ol> <li>Explains repetition strategies along with examples of implementation.</li> <li>Distinguish between underlining strategies and marginal notes strategies along with examples of implementation.</li> <li>Mention and explain organizational PQ4R analogy elaboration strategies.</li> <li>Outlining mapping mnemonics and examples of application.</li> <li>Explains metacognitive strategies and examples of application.</li> </ol>	Form of Assessment : Participatory Activities	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	Material: Handout of Learning Methods and Models. References: Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology Material: Creative and Characteristic Learning Models and Methods Library: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia Material: Teaching and Learning Models and Methods. Bogor: Ghalia Indonesia Material: Teaching and Learning Models Methodical and Paradigmatic Issues <b>References:</b> Huda, Mithahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues <b>References:</b> Huda, Mithahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library Models Developing Teacher Professionalism Library: Rusman. 2013. Learning Models Developing Teacher Professionalism Library: Rusman. 2013. Learning Models Developing Teacher Professionalism Library: Slawali Press Jakarta: Rajawali Press Jakarta: PT Rineka Cipta	2%

6	Able to design learning by applying a scientific approach	<ol> <li>Explains the concept of learning with a scientific approach</li> <li>Arranging learning steps with a scientific approach</li> </ol>	Criteria: A= Very good B= Good C= Fairly good D=Not good & written description Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	Material: Handout of Learning Methods and Models Reference: Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology Material: Creative and Characteristic Learning Models and Methods Library: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods Library: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia Material: Learning and Factors That Influence Library: Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta	2%
7	Able to understand the concept of direct learning model (MPL)	<ol> <li>Identify the meaning of the direct learning model (MPL).</li> <li>Examining the theoretical basis of MPL.</li> <li>Examining MPL learning syntax</li> <li>Identify the advantages and disadvantages of MPL</li> <li>Presents examples of MPL implementation.</li> </ol>	Criteria: A= Very good B= Good C= Fairly good D=Not good & written description Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, questions and answers 3 x 50	Material: Handout of Learning Methods and Models. References: Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology Material: Creative and Characteristic Learning Models and Methods Library: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia Material: Innovative Learning Models with a Constructivist Orientation. References: Trianto. 2011. Innovative Constructivist- Oriented Learning Models. Jakarta: Achievement Library Publisher	2%

8	Midterm Exam (UTS)		Criteria: A= Very good B= Good C= Fairly good D=Not good & written description	Written test 90	Written test 90		10%
9	Understand the cooperative learning models (MPK) Student Teams Achievement Division (STAD) and Jigsaw types	<ol> <li>I.Identify the meaning of the Cooperative learning model (MPK).</li> <li>Examining the theoretical basis of MPK.</li> <li>Examining the MPK learning syntax.</li> <li>I.Identify the advantages and disadvantages of MPL</li> <li>Examining the various types of MPK</li> <li>Presents examples of the application of Student Teams Achievement Division (STAD) and Jigsaw MPK types.</li> </ol>	Criteria: A= Very good B= Good C= Fairly good D=Not good & written description Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 X 50	Presentation, Discussion, questions and answers 3 X 45	Material: Handout of Learning Methods and Models Reference: Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology Material: Creative and Characteristic Learning Models and Methods Library: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia Material: Teaching and Learning Models: Methodical and Paradigmatic Issues References: Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues References: Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues Student Library Material: Learning Models Developing Teacher Professionalism Library: Rusman. 2013. Learning Models Developing Teacher Professionalism Library: Rusman. 2013. Learning Models Developing Teacher Professionalism. Library: Rusman. 2013. Learning Models	2%

Th (Ti He (N	he concept of the hink Pair Share	1.Examining the meaning of					
(TI He (N			A= Very good B= Good C= Fairly	Discussion,	Discussion, questions	Handout of	
He (N	TPS)/Numbered	TPS/NHT/TGT	good D=Not good	questions	and answers	Learning	
	lead Together	types	& written	and answers	3 X 45	Methods and	
	NHT)/Team	2.Examining the	description	3 X 50		Models	
	Games Journament (TGT)	TPS/NHT/TGT				Reference: Mustaji, et al.	
	earning model.	learning syntax.	Forms of			2020. Handout	
	annig mouon	<ol><li>Identify the</li></ol>	Assessment			of Learning	
		advantages and	Participatory			Methods and	
		disadvantages of	Activities, Portfolio Assessment, Tests			Models.	
		TPS/NHT/TGT.	Assessment, rests			Surabaya:	
		4.Presents				Unesa FIP	
		examples of the				Educational	
		application of STAD and Jigsaw				Technology	
		MPK types.				Material:	
						Creative and	
						Characteristic	
						Learning	
						Models and	
						Methods.	
						References:	
						Hamdayama,	
						Jumanta. 2014. Creative and	
						Characteristic	
						Learning	
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						Ghalia	
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						Material:	
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						Issues. References:	
						Huda, Miftahul.	
						2014. Teaching	
						and Learning	
						Models:	
						Methodical and	
						Paradigmatic	
						Issues.	
						Yogyakarta:	
						Student Library	

11	Understand the concept of the problem-based learning model (MPBM).	<ol> <li>Identify the meaning of the problem-based learning model (MPBM).</li> <li>Examining the theoretical basis of MPBM.</li> <li>Examining the MPBM learning syntax.</li> <li>Identify the advantages and disadvantages of MPBM</li> <li>Presents examples of MPBM implementation.</li> </ol>	Criteria: A= Very good B= Good C= Fairly good D=Not good & written description Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 X 50	Presentation, Discussion, questions and answers 3 X 45	Material: Handout of Learning Methods and Models Reference: Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology Material: Creative and Characteristic Learning Models and Methods. References: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia Material: Teaching and Learning Models: Methodical and Paradigmatic Issues References: Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues Methodical and Paradigmatic Issues. Methodical and Paradigmatic Issues. Methodical and Paradigmatic Issues. Methodical and Paradigmatic Issues. Methodical and Paradigmatic Issues. Methodical and Paradigmatic Issues. Methodical and Paradigmatic Issues. Methodical and Paradigmatic Issues. Methodical and Paradigmatic Issues. Methodical and Paradigmatic Issues.	2%
12	Able to understand the concept of the project-based learning model (MPBPr).	<ol> <li>I.Identify the meaning of the project-based learning model (MPBPr).</li> <li>Examining the theoretical basis of MPBPr.</li> <li>Examining the MPBPr learning syntax.</li> <li>I.Identify the advantages and disadvantages of MPBPr</li> <li>Presents examples of MPBPr implementation.</li> </ol>	Criteria: A= Very good B= Good C= Fairly good D=Not good & written description Form of Assessment : Participatory Activities	Presentation, Discussion, questions and answers 3 X 50	Presentation, Discussion, questions and answers 3 X 45	Material: Handout of Learning Methods and Models Reference: Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology Material: Creative and Characteristic Learning Models and Methods. References: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia Material: Learning and Influencing Factors. Library: Slameto. 2013. Learning and Influencing Factors. Jakarta: PT Rineka Cipta	2%

13	Able to understand the concept of electronic learning (e-learning).	<ol> <li>Identify the meaning of e- learning</li> <li>Detailing the characteristics of e-learning.</li> <li>Identifying the advantages and disadvantages of e-learning.</li> <li>Presents examples of e- learning.</li> </ol>	Criteria: A= Very good B= Good C= Fairly good D=Not good & written description Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 X 50	Presentation, Discussion, questions and answers 3 X 45	Material: Handout of Learning Methods and Models <b>Reference:</b> Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology	2%
						Material: Creative and Characteristic Learning Models and Methods Library: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia	
14	Able to design learning by applying strategic method models and approaches in learning in the field of TP.	<ol> <li>Develop scenarios/learning steps.</li> <li>Displays learning scenarios</li> <li>Presenting scenarios/learning steps</li> </ol>	Criteria: A= Very good B= Good C= Fairly good D=Not good & written description Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	Material: Handout of Learning Methods and Models. <b>References:</b> Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology	13%
						Material: Creative and Characteristic Learning Models and Methods Library: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia	
						Material: Teaching and Learning Models: Methodical and Paradigmatic Issues. <b>References:</b> Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library	

15	Able to design learning by applying strategic method models and approaches in learning in the field of TP.	<ol> <li>Develop scenarios/learning steps.</li> <li>Displays learning scenarios</li> <li>\Present scenarios/learning steps</li> </ol>	Criteria: A= Very good B= Good C= Fairly good D=Not good & written description Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	Material: Handout of Learning Methods and Models Reference: Mustaji, et al. 2020. Handout of Learning Methods and Models. Surabaya: Unesa FIP Educational Technology Material: Creative and Characteristic Learning Models and Methods Library: Hamdayama, Jumanta. 2014. Creative and Characteristic Learning Models and Methods. Bogor: Ghalia Indonesia Material: Teaching and Learning Models: Methodical and Paradigmatic Issues. References: Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. References: Huda, Miftahul. 2014. Teaching and Learning Models: Methodical and Paradigmatic Issues. Yogyakarta: Student Library	13%
16		Doing UAS questions	Criteria: A= Very good B= Good C= Fairly good D=Not good & written description	Written test 90	Written test 90		40%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	21.27%
2.	Project Results Assessment / Product Assessment	7.58%
3.	Portfolio Assessment	13.27%
4.	Test	7.94%
		50.06%

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.
- 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.