

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

Document Code

				SE	MESTER	R LEA	RNIN	ig pl	.AN				
Courses				CODE		Course F	amily		Cred	it We	ight	SEMESTER	Compilation Date
PHILOSO	OPHY	OF EDUCATIO	N	8610902038					T=2	P=0	ECTS=4.48	1	July 19, 2024
AUTHOR	IZATI	ON		SP Developer				Course (Cluste	r Coo	rdinator	Study Progra Coordinator	am
													nas Pradana, Pd.
Learning model	I	Case Studies											
Program		PLO study pro	ogram	that is charge	d to the cou	rse							
Learning		Program Obje	ctives	(PO)									
(PLO)		PLO-PO Matri	х										
				P.O									
		PO Matrix at t	he end	of each learn	ing stage (Si	ub-PO)							
			P.	0 1 2	3 4	5 6	7	Week	10	11	12 1	3 14 1	5 16
Short Course Descript	tion												
Referen	ces	Main :											
	Ī												
	Ī	Supporters:											
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Support lecturer	ing												
Week-	each stag	l abilities of 1 learning 1e 0-PO)			uation	F	0.6	Learnii Student [Esti	Assig mated	thods nmen time]	ts,	Learning materials [References]	Assessment Weight (%)
(1)		(2)		ndicator (3)	Criteria & (4)			(offline) 5)	0		(online) 6)	(7)	(8)
(1)		(~)		(3)	(4)			-,				(1)	(0)

				r			
1	Able to	1.Can distinguish:	Criteria:	Learning			20%
	differentiate the	Distinguish	1.Assessment	Methods: Case			
	concepts of	between the	criteria:Porto	Studies			
	philosophy, philosophy of	concepts of	Folio instruments	Communicating			
	science and		and	RPS, learning			
	philosophy of	philosophy,		contracts and			
	education. Able to	philosophy of	Observations:	strategies for how			
	find at least 5	science and	2.Score 4, if it	to study			
	examples of each	philosophy of	describes Very	Philosophy of			
	related to the	education	Good quality	Education			
	application of the	2.Find at least 5	3.Score 3, if it	courses			
	concepts of	examples	describes good	Brainstorming to			
	philosophy, philosophy of	related to the	quality	explore students'			
	science and	application of	4.Score 2, if the	learning			
	philosophy of	philosophical	quality is poor	experiences			
	education in	concepts in	5.Score 1, if it	related to			
	everyday life.	everyday life.	describes poor	concepts of			
	Uphold norms,			philosophy,			
	values, morals,	3.Find at least 5	quality	philosophy of			
	religion, ethics and responsibility	examples	Form of Accomment	science and			
	in implementing	related to the	Form of Assessment	philosophy of			
	educational	application of	Dertisington (Activition	education			
	philosophy as an	the concept of	Participatory Activities	Exploring			
	educational	philosophy of					
	technologist. Be	science in		concepts of			
	devoted to God	everyday life.		philosophy,			
	Almighty and have good	4.Find at least 5		philosophy of			
	morals, ethics	examples		science and			
	and personality in	related to the		philosophy of			
	completing	application of		education from			
	educational			various sources.			
	philosophy	the FN concept		Students in			
	assignments	of educational		groups to discuss			
		philosophy in		can find :: (a) find			
		everyday life.		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			
1				(c) find at least at			
				least 5 examples			
				related to the			
1				application of the			
				FN concept of			
				educational			
				philosophy in			
				everyday life.			
				2 X 50			
L			1	1	1	1	

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 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	 Can distinguish: Distinguish between the concepts of philosophy, philosophy of science and philosophy of education Find at least 5 examples related to the application of philosophical concepts in everyday life. Find at least 5 examples related to the application of the concept of philosophy of science in everyday life. 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 the quality is 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 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		0%
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 the quality is 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 education. Searching for concepts of philosophy of science and philosophy of science and sciustion and activities 2 X 50		0%

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 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 2, if the quality is 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 science. knowledge at the ontological, epistemological and axiological stages in educational activities 2 X 50			C
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5	Able to use	1. Able to analyze	Criteria:	Learning Method:			0%
	educational	the concept of	1.Assessment	Problem Based			
	philosophy as an	educational	criteria:Porto	Learning			
	analytical study to apply principles	philosophy from various	Folio instruments	Brainstorming to			
	and/theories	literature/reference	and	explore students'			
	related to the	sources2. Able to	Observations:	learning			
	creation, use and	analyze educational	2.Score 4, if it	experiences			
	management of	concepts from	,	regarding the			
	learning	various educational	describes Very	concept of			
	processes and	figures 3. Able to	Good quality	educational			
	resources to facilitate learning	identify the role of educational	3.Score 3, if it	philosophy,			
	and improve	philosophy 4. Able	describes good	educational			
	performance	to identify various	quality	concepts, the role			
	Uphold norms,	schools of modern	4.Score 2, if the	of educational			
	values, morals,	philosophy	quality is poor	philosophy and			
	religion, ethics		5.Score 1, if it	modernist			
	and responsibility		describes poor	philosophical			
	in applying philosophy		quality	schools.			
	education as an		quanty	Exploring			
	educational		Form of Assessment	scientific			
	technologist Be		:	concepts from			
	devoted to God		Participatory Activities	various sources			
	Almighty and			regarding the			
	have good morals, ethics			concept of			
	and personality in			educational			
	completing			philosophy,			
	educational			educational			
	philosophy			concepts, the role			
	assignments			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			
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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 the quality is 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 presenting and at least 4 examples related to schools of educational philosophy (a) Idealism, (b) realism, and (c) materialism		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. with educational theory 3. Able to find at least 3 examples of the application of educational philosophy a) perennialism, (b) essentialism, and (c)	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 the quality is 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. Students can find at least 4 related examples with the educational philosophy of (a) perennialism, 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%

T	1				1	
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 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 the quality is 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 the quality is 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 the quality is 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 education level at TK/TKLB3. 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 education a policies in 3 parts of the continent related to education TK/TKLB 5. Able to analyze education 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 the quality is 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 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 the quality is 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 level3. Presenting various field fact findings on the practice of applying 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. Identifying the philosophy and paradigm of 212th century education. 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 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. Analyzing 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 SMK5. Analyze	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 the quality is 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 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 fLaw no. 20 of 2003 concerning the National Education System at the higher education level 4. Analyze educational policies in 3 continents related to higher education sing the 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 the quality is 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	FINAL EXAMS				0%
	differentiate the		Form of Assessment	2 X 50		
	concepts of					
	philosophy,		Data da Data Ha			
	philosophy of		Project Results			
	science and		Assessment / Product			
	philosophy of		Assessment			
	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		1			
	philosophy of					
	education as an					
	analytical study to		1			
	apply the		1			
	principles		1			
	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		1			
	Uphold norms,		1			
	values and		1			
	morals , religion,		1			
	ethics and					
	responsibility in					
	applying		1			
	educational					
			1			
	philosophy as an		1			
	educational					
	technologist. Be devoted to God					
	devoted to God					
	Almighty and		1			
	have good		1			
	morals, ethics					
	and personality in					
	completing					
	educational					
	philosophy					
	assignments					
	assignments		1			
1						

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	20%
		20%

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.
- 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.
- 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 guantitative or gualitative.
- 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.