



Universitas Negeri Surabaya
Faculty of Education,
Bachelor of Primary School Teacher Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basic Concepts of Elementary School Social Sciences	8620603195	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	1	July 24, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-5	Analyzing the application of basic education science by prioritizing inclusive education based on technology and local wisdom.
PLO-8	Apply the concept of basic skills knowledge and demonstrate integration in basic knowledge of study fields (mathematics, language, science, social studies, civics, arts, sports).

Program Objectives (PO)

PO - 1	Able to understand the meaning of concepts, characteristics of concepts, and the relationship between facts and concepts
PO - 2	Able to analyze concept formation procedures
PO - 3	Able to analyze the scope and essential concepts of sociology
PO - 4	Able to analyze the scope and essential concepts of economics
PO - 5	Able to analyze the scope and essential concepts of history
PO - 6	Able to analyze the scope and essential concepts of geography
PO - 7	Able to analyze the scope and essential concepts of anthropology
PO - 8	Able to explain Indonesian human activities in the dynamics of interaction with the natural, social, cultural and economic environment as well as their participation in overcoming environmental problems
PO - 9	Able to explain cultural, economic, political institutions in society as well as the forms and nature of dynamic interactions with the natural, social, cultural and economic environment
PO - 10	Able to explain activities and changes in human life in space, connectivity between spaces and time as well as sustainability in social, economic, educational and cultural life within the national scope
PO - 11	explain the causes and effects of changes in Indonesian society from the period of the independence movement to the beginning of reforms in political, national and state life
PO - 12	explain the preservation of the physical, cultural and valuable heritage of society
PO - 13	Explains changes in economic, cultural and political geographical aspects

PLO-PO Matrix

		P.O	PLO-5	PLO-8
PO-1				
PO-2				
PO-3				
PO-4				
PO-5				
PO-6				
PO-7				
PO-8				
PO-9				
PO-10				
PO-11				
PO-12				
PO-13				

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

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1	Able to understand the meaning of concepts, characteristics of concepts, and the relationship between facts and concepts	<ol style="list-style-type: none"> 1.Explain the meaning of the concept 2. Identify the characteristics of the concept 3. Formulate the relationship between facts and concepts 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- Cognitive Aspect: Understanding concepts (accuracy of answers) 2.- Affective aspect: students' attitudes when discussing (cooperation, tolerance, responsibility) 3.- Psychomotor Aspect: Thinking skills <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> - explore initial knowledge/experience and relate it to the material to be studied - convey facts and social realities that are relevant, authentic and contextual - List examples of concepts in daily life which often become misconceptions - Organize students (divide students in various ways, either in pairs or groups) - Identifying the characteristics of facts and concepts - Comparing (finding similarities and differences between facts and concepts) - Analyzing the relationship between facts and concepts - Contextualizing learning experiences gained in everyday life - Drawing conclusions about the role and position of facts and concepts in social studies learning in SD - Strengthening and enriching Providing structured and independent assignments through 3 X 50 information literacy 	<p>Synchronous: presenting information, brainstorming, dialogue and discussion as well as assignments</p> <p>Asynchronous: searching for information from various online sources in the form of news containing facts and social realities)</p>	<p>Material: Identifying the characteristics of facts and concepts</p> <p>References: . Skeel, Dorothy J. (1995). <i>Elementary Social Studies-Challenges for Tomorrow's World</i>. Harcourt Brace College Publishers</p>	5%
2	Able to analyze concept formation procedures	<ol style="list-style-type: none"> 1.Explain the procedure for forming concepts 2. Analyze the stages of concept formation 3. Organizing all stages of concept formation 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- Cognitive Aspect: Understanding concepts (accuracy of answers) 2.- Affective aspect: students' attitudes when discussing (cooperation, tolerance, responsibility) 3.- Psychomotor Aspect: Thinking skills <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> - explore initial knowledge/experience and relate it to the material to be studied - convey the procedures/stages of concept formation - organize students in pairs - apply the stages of concept formation - compare two concepts (find similarities and differences) - contextualize learning experiences gained in everyday life - day - Drawing conclusions about the procedures for forming concepts and their contribution in understanding facts and social reality - Strengthening and enriching - Providing structured and independent assignments through information literacy 3 X 50 	<p>Synchronous: presenting information, brainstorming, dialogue and discussion and assignments</p> <p>Asynchronous: searching for information from various online sources, video analysis of social symptoms/phenomena</p>	<p>Material: Concept formation procedure (Hilda Taba Model)</p> <p>References: . Skeel, Dorothy J. (1995). <i>Elementary Social Studies-Challenges for Tomorrow's World</i>. Harcourt Brace College Publishers</p>	5%
3	Able to analyze the structure, concepts and procedures for forming essential concepts of sociology	<ol style="list-style-type: none"> 1.Explain the perspective of sociological studies 2. List the essential concepts of sociology 3. Identify abstract concepts and concrete concepts of sociology 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- Cognitive Aspect: Understanding concepts (accuracy of answers) 2.- Affective aspect: students' attitudes when discussing (cooperation, tolerance, responsibility) 3.- Psychomotor Aspect: Thinking skills <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> - explore initial knowledge/experience and relate it to the material to be studied - convey essential material and concepts of sociology - present relevant problem orientation - organize students in groups - guide investigations - present findings - discuss findings - draw conclusions - strengthen and enrich - provide Independent assignments through information literacy 3 X 50 	<p>Synchronous: presentation of information, brainstorming, dialogue and discussion as well as assignments in the form of observing the surrounding environment</p> <p>Asynchronous: searching for information from various online sources, video analysis of social symptoms/phenomena (sociology)</p>	<p>Material: Basic concepts of sociology</p> <p>References: . Sumaatmadja, Nursid. (2005). <i>Basic Concepts of Social Sciences</i>. Jakarta: Open University Publishing Center.</p> <p>Material: Structure and concepts of sociology</p> <p>References: . Udin.S. Winataputra. (2002). <i>Elementary School Social Sciences Learning Materials</i>. Open University Publishing Center.</p>	5%

4	Able to analyze the structure, concepts and procedures for forming essential economic concepts	<ol style="list-style-type: none"> 1.Explain the perspective of sociological studies 2.List the essential concepts of sociology 3.Identify abstract concepts and concrete concepts of sociology 4.Analyze economic problems 5. Reconstructing the relationship between facts and essential economic concepts 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- Cognitive Aspect: Understanding economic concepts (accuracy of answers) 2.- Affective aspect: students' attitudes when discussing (cooperation, tolerance, responsibility) 3.- Psychomotor Aspect: Thinking skills <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> - explore initial knowledge/experience and relate it to the material to be studied - convey essential economic material and concepts - Present relevant problem orientation - Organize students in groups - guide investigations - present findings - discuss findings - Draw conclusions - Strengthen and enrich - Provide Independent assignments through information literacy 3 X 50 	<p>Synchronous: presentation of information, brainstorming, dialogue and discussion as well as assignments in the form of observing the surrounding environment</p> <p>Asynchronous: searching for information from various online sources, video analysis of social symptoms/phenomena (sociology)</p>	<p>Material: Basic economic concepts</p> <p>References: . <i>Sumaatmadja, Nursid. (2005). Basic Concepts of Social Sciences. Jakarta: Open University Publishing Center.</i></p> <hr/> <p>Material: basic economic concepts</p> <p>References: . <i>Udin.S. Winataputra. (2002). Elementary School Social Sciences Learning Materials. Open University Publishing Center.</i></p>	5%
5	Able to analyze the structure, concepts and procedures for forming essential historical concepts	<ol style="list-style-type: none"> 1.Explain the perspective of historical studies 2.List the essential concepts of history 3.Identify abstract concepts and concrete historical concepts 4. Reconstructing the relationship between facts and essential economic concepts 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- Cognitive Aspect: Understanding historical concepts (accuracy of answers) 2.- Affective aspect: students' attitudes when discussing (cooperation, tolerance, responsibility) 3.- Psychomotor Aspect: Thinking skills <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> - explore initial knowledge/experience and relate it to the material to be studied - convey essential historical material and concepts - Present relevant problem orientation - Organize students in groups - guide investigations - present findings - discuss findings - Draw conclusions - Strengthen and enrich - Provide Independent assignments through information literacy 3 X 50 	<p>Synchronous: presenting information, brainstorming, dialogue and discussion as well as assignments in the form of observing the surrounding environment</p> <p>Asynchronous: searching for information from various online sources, video analysis of social symptoms/phenomena (history)</p>	<p>Material: Basic concepts of history</p> <p>References: . <i>Sumaatmadja, Nursid. (2005). Basic Concepts of Social Sciences. Jakarta: Open University Publishing Center.</i></p> <hr/> <p>Material: Basic concepts of history</p> <p>References: . <i>Udin.S. Winataputra. (2002). Elementary School Social Sciences Learning Materials. Open University Publishing Center.</i></p>	5%
6	Able to analyze the structure, concepts and procedures for forming essential geographic concepts	<ol style="list-style-type: none"> 1.Explain the perspective of historical studies 2.List the essential concepts of history 3.Identify abstract concepts and concrete historical concepts 4. Reconstructing the relationship between facts and essential economic concepts 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- Cognitive Aspect: Understanding geographic concepts (accuracy of answers) 2.- Affective aspect: students' attitudes when discussing (cooperation, tolerance, responsibility) 3.- Psychomotor Aspect: Thinking skills <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> - explore initial knowledge/experience and relate it to the material to be studied - convey essential geographic material and concepts - Present relevant problem orientation - Organize students in groups - guide investigations - present findings - discuss findings - Draw conclusions - Strengthen and enrich - Provide Independent assignments through information literacy 3 X 50 	<p>Synchronous: presenting information, brainstorming, dialogue and discussion as well as assignments in the form of observing the surrounding environment</p> <p>Asynchronous: searching for information from various online sources, video analysis of social symptoms/phenomena (geography)</p>	<p>Material: Basic concepts of geography</p> <p>References: . <i>Sumaatmadja, Nursid. (2005). Basic Concepts of Social Sciences. Jakarta: Open University Publishing Center.</i></p> <hr/> <p>Material: Basic concepts of geography</p> <p>References: . <i>Udin.S. Winataputra. (2002). Elementary School Social Sciences Learning Materials. Open University Publishing Center.</i></p>	5%
7	Able to analyze the structure, concepts and procedures for forming essential anthropological concepts	<ol style="list-style-type: none"> 1.Explain the perspective of historical studies 2.List the essential concepts of history 3.Identify abstract concepts and concrete historical concepts 4. Reconstructing the relationship between facts and essential economic concepts 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- Cognitive Aspect: Understanding geographic concepts (accuracy of answers) 2.- Affective aspect: students' attitudes when discussing (cooperation, tolerance, responsibility) 3.- Psychomotor Aspect: Thinking skills <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> - explore initial knowledge/experience and relate it to the material to be studied - convey essential anthropological material and concepts - Present relevant problem orientation - Organize students in groups - guide investigations - present findings - discuss findings - Draw conclusions - Strengthen and enrich - Provide Independent assignments through information literacy 3 X 50 	<p>Synchronous: presenting information, brainstorming, dialogue and discussion as well as assignments in the form of observing the surrounding environment</p> <p>Asynchronous: searching for information from various online sources, video analysis of social symptoms/phenomena (anthropology)</p>	<p>Material: Basic concepts of anthropology</p> <p>Reference: . <i>Sumaatmadja, Nursid. (2005). Basic Concepts of Social Sciences. Jakarta: Open University Publishing Center.</i></p> <hr/> <p>Material: Basic concepts of anthropology</p> <p>Reference: . <i>Udin.S. Winataputra. (2002). Elementary School Social Sciences Learning Materials. Open University Publishing Center.</i></p>	5%
8	UTS			3 X 50			0%

9	Able to explain Indonesian human activities in the dynamics of interaction with the natural, social, cultural and economic environment as well as their participation in overcoming environmental problems	<ol style="list-style-type: none"> 1.Explain the meaning of the dynamics of human activity interaction 2.Analyze human interactions with the natural, social, cultural and economic environment 3.Identify forms of participation in overcoming environmental problems 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.cognitive: application of the substance of basic concepts 2.affective: cooperation, responsibility 3.psychomotor: presentation skills and paper products <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> - present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in everyday life - using the cases discussed in other cases (abstraction and generalization of cases) <p>3 X 50</p>	<p>Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration</p> <p>Asynchronous: information literacy from various media platforms relevant to learning activities</p>	<p>Material: Themes in social studies</p> <p>References: . <i>The College, Career, and Civic Life (C3)Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</i> http://www.socialstudies.org/...</p>	5%
10	Able to explain cultural, economic, political institutions in society as well as the forms and nature of dynamic interactions with the natural, social, cultural and economic environment	<ol style="list-style-type: none"> 1.Explain the meaning of cultural, economic, political institutions 2.Identify the dynamic forms of interaction between the natural, social, cultural and economic environments 3.Identifying the dynamic nature of interactions between the natural, social, cultural and economic environments 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.cognitive: application of the substance of basic concepts 2.affective: cooperation, responsibility 3.psychomotor: presentation skills and paper products <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> - present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in everyday life - using the cases discussed in other cases (abstraction and generalization of cases) <p>3 X 50</p>	<p>Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration</p> <p>Asynchronous: information literacy from various media platforms relevant to learning activities</p>	<p>Material: Themes in social studies</p> <p>References: . <i>The College, Career, and Civic Life (C3)Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</i> http://www.socialstudies.org/...</p>	5%
11	Able to explain activities and changes in human life in space, connectivity between spaces and time as well as sustainability in social, economic, educational and cultural life within the national scope	<ol style="list-style-type: none"> 1.Explain the meaning of cultural, economic, political institutions 2.Identify the dynamic forms of interaction between the natural, social, cultural and economic environments 3.Identifying the dynamic nature of interactions between the natural, social, cultural and economic environments 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.cognitive: application of the substance of basic concepts 2.affective: cooperation, responsibility 3.psychomotor: presentation skills and paper products <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> - present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in everyday life - using the cases discussed in other cases (abstraction and generalization of cases) <p>3 X 50</p>	<p>Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration</p> <p>Asynchronous: information literacy from various media platforms relevant to learning activities</p>	<p>Material: Themes in social studies</p> <p>References: . <i>The College, Career, and Civic Life (C3)Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</i> http://www.socialstudies.org/...</p>	5%

12	Able to explain time with all its changes and figures during the colonial period and the national movement as well as the behavior of love for the homeland in national and state life as an embodiment of a sense of nationalism	<ol style="list-style-type: none"> 1. defines the concept of time and all its changes 2. Identify figures from the colonial period and the national movement 3. Identifying the dynamic nature of interactions between the natural, social, cultural and economic environments 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. cognitive: application of the substance of basic concepts 2. affective: cooperation, responsibility 3. psychomotor: presentation skills and paper products <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> - present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in everyday life - using the cases discussed in other cases (abstraction and generalization of cases) <p>3 X 50</p>	<p>Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration</p> <p>Asynchronous: information literacy from various media platforms relevant to learning activities</p>	<p>Material: Themes in social studies</p> <p>References: . <i>The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History</i> (Silver Spring, MD: NCSS, 2013). http://www.socialstudies.org/...</p>	5%
13	explain the causes and effects of changes in Indonesian society from the period of the independence movement to the beginning of reforms in political, national and state life	<ol style="list-style-type: none"> 1. Identifying the causes and effects of changes in society during the movement 2. Identifying the causes and effects of changes in society during the early days of reform 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. cognitive: application of the substance of basic concepts 2. affective: cooperation, responsibility 3. psychomotor: presentation skills and paper products <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> - present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in everyday life - using the cases discussed in other cases (abstraction and generalization of cases) <p>3 X 50</p>	<p>Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration</p> <p>Asynchronous: information literacy from various media platforms relevant to learning activities</p>	<p>Material: Themes in social studies</p> <p>References: . <i>The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History</i> (Silver Spring, MD: NCSS, 2013). http://www.socialstudies.org/...</p>	5%
14	explain the preservation of the physical, cultural and valuable heritage of society	<ol style="list-style-type: none"> 1. Explain examples of forms of physical environmental conservation 2. Explain examples of forms of cultural environmental preservation 3. Explain examples of environmental preservation of valuable community heritage 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. cognitive: application of the substance of basic concepts 2. affective: cooperation, responsibility 3. psychomotor: presentation skills and paper products <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> - present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in everyday life - using the cases discussed in other cases (abstraction and generalization of cases) <p>3 X 50</p>	<p>Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration</p> <p>Asynchronous: information literacy from various media platforms relevant to learning activities</p>	<p>Material: Themes in social studies</p> <p>References: . <i>The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History</i> (Silver Spring, MD: NCSS, 2013). http://www.socialstudies.org/...</p>	5%

15	Explains changes in economic, cultural and political geographical aspects	<ol style="list-style-type: none"> 1. Identify examples of changes in geographic aspects 2. Identify examples of changes in economic aspects 3. Identify examples of changes in cultural aspects 4. Identify examples of changes in political aspects 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. cognitive: application of the substance of basic concepts 2. affective: cooperation, responsibility 3. psychomotor: presentation skills and paper products <p>Form of Assessment : Participatory Activities, Tests</p>	<p>- present the orientation of the problem (case) that is relevant to the discussion of the material</p> <p>- analyze the case using a number of perspectives and basic concepts of social studies</p> <p>- discuss and exchange perspectives in reviewing the case presented</p> <p>- involve students in elaborating the case from various points of view</p> <p>- reflect on the role and contribution in understanding facts and social realities in everyday life</p> <p>- using the cases discussed in other cases (abstraction and generalization of cases)</p> <p>3 X 50</p>	<p>Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration</p> <p>Asynchronous: information literacy from various media platforms relevant to learning activities</p>	<p>Material: Themes in social studies</p> <p>References: . <i>The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</i> http://www.socialstudies.org/...</p>	5%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	37.5%
2.	Test	32.5%
		70%

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.