	Universitas Negeri Surabaya **Faculty of Mathematics and Natural Sciences** **Biology Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
School Curriculum	8420502294	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	Dr. Rinie Pratiwi Puspitawati, M.Si.	Dr. Rinie Pratiwi Puspitawati, M.Si.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course	
PLO-9	Able to design, implement and evaluate biology learning by utilizing ICT
PLO-13	Able to demonstrate pedagogical knowledge about designing, implementing and evaluating biology learning

Program Objectives (PO)	
PO - 1	Students are able to present learning in class using scientific inquiry using contextual and up-to-date media and integrating it with Islamic values
PO - 2	Students are able to master factual, conceptual, procedural and metacognitive knowledge
PO - 3	Students are able to analyze the differences between the 2013 curriculum and the independent curriculum, seen from the basic framework which includes the nature, foundation, principles and structure of the curriculum.
PO - 4	Students are able to design and design learning plans based on the results of a review of the syllabus for each field of study (in the 2013 curriculum and the independent curriculum) with reference to graduation standards, content standards, process standards and assessment standards

PLO-PO Matrix

P.O	PLO-9	PLO-13
PO-1		
PO-2		
PO-3		
PO-4		

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	STUDY ON the meaning of curriculum, development of the school biology curriculum, curriculum analysis which includes analysis of tasks and materials, formulation of objectives and indicators of achievement, essential concepts and their learning, misconceptions and coping strategies using ICT. This course is presented in the form of theory and assignments.
References	**Main :**

1. Direktorat Pembinaan SMP Depdiknas. 2009. Perkembangan Kurikulum SMP. Struktur Program, Proses Pembelajaran, dan Sistem Penilaian Sejak Jaman Penjajahan sampai dengan Era Reformasi . Jakarta: Direktorat Pembinaan SMP Depdiknas.
2. Flick LB, Lederman NG. 2006. Scientific Inquiry and Nature of Science: Implications for Teaching, Learning, and Teacher Education . Dordrecht Netherland: Springer.
3. Goos, M., Stillman, G., Vale, C. 2007. Teaching Secondary School Mathematics Reasearch and Practice for the 21st Century . Australia: Allen & Unwin.
4. Kemendikbud. 2013. Pengembangan Kurikulum 2013 . Jakarta: Kementrian Pendidikan dan Kebudayaan.
5. Mendikbud. 2019. Surat Edaran Nomor 14 Tahun 2019 tentang Penyederhanaan Rencana Pelaksanaan Pembelajaran . Jakarta: Kemendikbud RI.
6. Savedra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lesson from The Learning Sciences . Hongkong: Asia Society, Partnership for Global Learning.
7. Yee, Lee Peng. 2006. Teaching Secondary School Mathematics a Resource Book . McGraw-Hi
8. Dokumen terkait kurikulum yang berlaku: a. Peraturan Pemerintah No 32 tahun 2013 tentang perubahan peraturan pemerintah no 19 tahun 2005 tentang Standar Nasional Pendidikan b. Permediknas RI Nomor 22 tahun 2006 tentang Standar Isi c. Permediknas RI Nomor 23 tahun 2006 tentang Standar Kompetensi Lulusan d. Permediknas RI Nomor 41 tahun 2007 tentang Standar Proses e. Permediknas RI Nomor 20 tahun 2007 tentang Standar Penilaian f. Permendikbud RI Nomor 54 Tahun 2013 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah. g. Permendikbud RI Nomor 64 Tahun 2013 tentang Standar Isi Pendidikan Dasar dan Menengah h. Permendikbud RI Nomor 65 Tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah i. Permendikbud RI Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan Dasar dan Menengah j. Permendikbud RI Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah k. Permendikbud RI No. 81A Tahun 2013 tentang Implementasi Kurikulum Buku Guru dan Buku Siswa sesuai kurikulum yang berlaku Buku-buku IPA untuk SMP/MTs, SMA/MA, dan SMK.

Supporters:	
Supporting lecturer	Dr. Rinie Pratiwi Puspitawati, M.Si. Dr. Widowati Budijastuti, M.Si. Dr. Sifak Indana, M.Pd. Ahmad Bashri, S.Pd., M.Si. Dr. Pramita Yakub, S.Pd., M.Pd. Ahmad Fudhaili, S.Si., M.Sc., Ph.D.

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		1. Compare understanding of curriculum from various sources 2. formulate an operational understanding of the curriculum, identify the form of the curriculum document	**Criteria:** Student activities and responses during learning activities, especially practicums, are assessed as participation with a weight of 20%, UAS with a weight of 30%	Presentation and discussion about the curriculum and curriculum document form 2 X 50		**Material:** The nature of science in the curriculum **References:** *Flick LB, Lederman NG. 2006. Scientific Inquiry and Nature of Science: Implications for Teaching, Learning, and Teacher Education. Dordrecht Netherlands: Springer.* **Material:** The nature of science in the curriculum **References:** *Goos, M., Stillman, G., Vale, C. 2007. Teaching Secondary School Mathematics Research and Practice for the 21st Century. Australia: Allen & Unwin.* **Material:** The nature of science in the curriculum **References:** *Savedra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lessons from The Learning Sciences. Hong Kong: Asia Society, Partnership for Global Learning.*	0%

2	Understand basic curriculum concepts	Can explain basic curriculum concepts	**Form of Assessment** : Participatory Activities	The stages of the case study are as follows: 1. Orientation to students about the history of curriculum development to study why and what are the benefits of curriculum changes such as in Indonesian history. 2. Organizing students: Helps understand problems and what is needed. 3. Guiding group investigations: collecting information by browsing information and articles and discussing the situation of education in Indonesia and world conditions from time to time to link curriculum developments with the demands of the times. 4. Developing and presenting work: compiling conclusions and opinions related to (1) the history of curriculum changes and (2) the nature of curriculum changes in their contribution to national development. 5. Analyze and evaluate the modeling process: monitor and provide input at each stage of the 2 X 50 modeling		**Material:** The essence of the curriculum **References:** *Goos, M., Stillman, G., Vale, C. 2007. Teaching Secondary School Mathematics Research and Practice for the 21st Century. Australia: Allen & Unwin.* **Material:** The Essence of the **Library Curriculum:** *Ministry of Education and Culture. 2013. Curriculum Development 2013. Jakarta: Ministry of Education and Culture.*	10%
3	Understand basic curriculum concepts	1. Can explain the 1947 lesson plan, "1947 lesson plan" 2. Can explain the 1952 curriculum, "Lesson Plan Decomposed 1952" 3. Can explain the 1964 curriculum, "1964 education plan" 4. Can explain the 1968 curriculum, "History of the 1975 curriculum 5. 10. Can explain the 2013 curriculum	**Criteria:** Student participation in discussions about the nature of the curriculum **Form of Assessment** : Participatory Activities	The stages of the case study are as follows: 1. Orientation to students about the history of curriculum development to study why and what are the benefits of curriculum changes such as in Indonesian history. 2. Organizing students: Helps understand problems and what is needed. 3. Guiding group investigations: collecting information by browsing information and articles and discussing the situation of education in Indonesia and world conditions from time to time to link curriculum developments with the demands of the times. 4. Developing and presenting work: compiling conclusions and opinions related to (1) the history of curriculum changes and (2) the nature of curriculum changes in their contribution to national development. 5. Analyze and evaluate the modeling process: monitor and provide input at each stage of the 2 X 50 modeling		**Material:** The essence of the curriculum **References:** *Goos, M., Stillman, G., Vale, C. 2007. Teaching Secondary School Mathematics Research and Practice for the 21st Century. Australia: Allen & Unwin.* **Material:** Brief history of curriculum development in Indonesia **References:** *Documents related to the applicable curriculum: a. Government Regulation No. 32 of 2013 concerning amendments to government regulation No. 19 of 2005 concerning National Education Standards b. RI National Education Regulation Number 22 of 2006 concerning Content Standards c. RI National Education Regulation Number 23 of 2006 concerning Graduate Competency Standards d. RI National Education Regulation Number 41 of 2007 concerning Process Standards e. RI National Education Regulation Number 20 of 2007 concerning Assessment Standards f. RI Minister of Education and Culture Regulation*	10%

						Number 54 of 2013 concerning Competency Standards for Primary and Secondary Education Graduates. g. RI Minister of Education and Culture Regulation Number 64 of 2013 concerning Content Standards for Primary and Secondary Education h. RI Minister of Education and Culture Regulation Number 65 of 2013 concerning Basic and Secondary Education Process Standards i. RI Minister of Education and Culture Regulation Number 66 of 2013 concerning Primary and Secondary Education Assessment Standards j. RI Minister of Education and Culture Regulation Number 68 of 2013 concerning Basic Framework and Curriculum Structure for Junior High Schools/Tsanawiyah Madrasah k. RI Minister of Education and Culture Regulation No. 81A of 2013 concerning Implementation of the Curriculum for Teacher Books and Student Books according to the applicable curriculum. Science books for SMP/MTs, SMA/MA, and SMK.	

4	Analyzing paradigm changes, curriculum policy documents, learning approaches and assessment systems from KTSP to the 2013 Curriculum	1. Can explain the principles of curriculum development 2. Can explain curriculum models 3. Can explain the philosophical basis for curriculum development	**Criteria:** Ribric for assessing student participation in discussions about curriculum development **Form of Assessment** : Participatory Activities	2 X 50	The stages of the case study are as follows: 1. Orientation to students about the history of curriculum development to study why and what are the benefits of curriculum changes such as in Indonesian history. 2. Organizing students: Helping understand problems related to the philosophical basis of the curriculum and what is needed. 3. Guiding group investigations: collecting information by browsing information and articles and discussing how curriculum development is carried out based on the educational situation in Indonesia and world conditions from time to time to link curriculum development with the demands of the times. 4. Developing and presenting work: compiling conclusions and opinions related to (1) Curriculum development and (2) The essence of curriculum change in its contribution to national development. 5. Analyze and evaluate the modeling process: monitor and provide input at each modeling stage	**Material:** Philosophical Foundations of **Library Curriculum Development:** *Ministry of Education and Culture. 2013. Curriculum Development 2013. Jakarta: Ministry of Education and Culture.* **Material:** Curriculum review of the dynamics of changing demands of the times. **Reference:** *Savedra, Anna Rosefsky and Opfer, Darlem V. 2012. Teaching and Learning 21st Century Skills, Lessons from The Learning Sciences. Hong Kong: Asia Society, Partnership for Global Learning.*	0%
5	1. Describe the relationship between SKL, Content Standards, KI, KD and competency achievement indicators in the 2013 Curriculum 2. Understanding the Education Unit Level Curriculum	1. explain the meaning of KTSP 2. explains the principles and references for developing a KTSP 3. analyze the components of KTSP	**Criteria:** Ribric for assessing student participation in discussions about curriculum development **Form of Assessment** : Participatory Activities	The stages of the case study are as follows: 1. Orientation to students about the educational unit level curriculum to study why and what are the benefits of curriculum changes such as in Indonesian history. 2. Organizing students: Helping understand problems related to KTSP from a theoretical perspective and its implementation. Facilitating students to search for articles related to KTSP implementation and directing them to explore weaknesses, shortcomings and advantages in its implementation. 3. Guiding group investigations: collecting information by browsing information and articles and discussing how the implementation of KTSP is carried out based on the educational situation in Indonesia and world conditions from time to time to link curriculum developments with the demands of the times. 4. Develop and present work: compile conclusions and opinions related to (1) The essence of KTSP, (2) The advantages and obstacles to implementing KTSP in schools.		**Material:** 2. Understanding KTSP 3. Reference principles for KTSP development 4. KTSP components 5. Developing a **library syllabus:** *Directorate of Middle School Development, Ministry of National Education. 2009. Development of the Middle School Curriculum. Program Structure, Learning Process, and Assessment System from the Colonial Era to the Reformation Era. Jakarta: Directorate of Middle School Development, Ministry of National Education.* **Material:** 2. Understanding KTSP 3. Reference principles for KTSP development 4. KTSP components 5. Developing **library syllabus:** *Documents related to the applicable curriculum: a. Government Regulation No. 32 of 2013 concerning amendments to government regulation No. 19 of 2005 concerning National Education Standards b. RI National Education Regulation Number 22 of 2006 concerning Content Standards c. RI*	10%

				5. Analyze and evaluate the modeling process: monitor and provide input at each stage of the 2 X 50 modeling		*National Education Regulation Number 23 of 2006 concerning Graduate Competency Standards d. RI National Education Regulation Number 41 of 2007 concerning Process Standards e. RI National Education Regulation Number 20 of 2007 concerning Assessment Standards f. RI Minister of Education and Culture Regulation Number 54 of 2013 concerning Competency Standards for Primary and Secondary Education Graduates. g. RI Minister of Education and Culture Regulation Number 64 of 2013 concerning Content Standards for Primary and Secondary Education h. RI Minister of Education and Culture Regulation Number 65 of 2013 concerning Basic and Secondary Education Process Standards i. RI Minister of Education and Culture Regulation Number 66 of 2013 concerning Primary and Secondary Education Assessment Standards j. RI Minister of Education and Culture Regulation Number 68 of 2013 concerning Basic Framework and Curriculum Structure for Junior High Schools/Tsanawiyah Madrasah k. RI Minister of Education and Culture Regulation No. 81A of 2013 concerning Implementation of the Curriculum for Teacher Books and Student Books according to the applicable curriculum. Science books for SMP/MTs, SMA/MA, and SMK.*	
6	1. Describe the relationship between SKL, Content Standards, KI, KD and competency achievement indicators in the 2013 Curriculum 2. Understanding the 2013 Curriculum	1. explain the meaning of the 2013 Curriculum 2. explains the principles and references for developing the 2013 curriculum 3. Analyze the components of the 2013 curriculum 4. explains the development of a syllabus	**Criteria:** Ribric for assessing student participation in discussions about curriculum development **Form of Assessment** : Participatory Activities	The case study stages are as follows: 1. Orientation to students about the 2013 curriculum to study why and what are the benefits of curriculum changes such as in Indonesian history. 2. Organizing students: Helping understand problems related to the 2013 Curriculum from a theoretical perspective and its implementation. Facilitating students to search for articles related to K-13 implementation and directing them to explore weaknesses		**Material:** 1. Understanding the 2013 Curriculum 2. Principles and references for developing the 2013 curriculum 3. Components of the 2013 curriculum 4. Syllabus development **Library:** *Documents related to the applicable curriculum: a. Government Regulation No. 32 of 2013 concerning amendments to government regulation No. 19 of 2005 concerning National Education Standards b. RI*	10%

				and shortcomings as well as advantages in its implementation. 3. Guiding group investigations: collecting information by browsing information and articles and discussing how K-13 implementation is carried out based on the educational situation in Indonesia and world conditions from time to time to link curriculum developments with the demands of the times. 4. Develop and present work: compile conclusions and opinions related to (1) The essence of KTSP, (2) The advantages and obstacles to implementing KTSP in schools. 5. Analyze and evaluate the modeling process: monitor and provide input at each stage of the 2 X 50 modeling		*National Education Regulation Number 22 of 2006 concerning Content Standards c. RI National Education Regulation Number 23 of 2006 concerning Graduate Competency Standards d. RI National Education Regulation Number 41 of 2007 concerning Process Standards e. RI National Education Regulation Number 20 of 2007 concerning Assessment Standards f. RI Minister of Education and Culture Regulation Number 54 of 2013 concerning Competency Standards for Primary and Secondary Education Graduates. g. RI Minister of Education and Culture Regulation Number 64 of 2013 concerning Basic and Secondary Education Content Standards h. RI Minister of Education and Culture Regulation Number 65 of 2013 concerning Primary and Secondary Education Process Standards i. RI Minister of Education and Culture Regulation Number 66 of 2013 concerning Primary and Secondary Education Assessment Standards j. RI Minister of Education and Culture Regulation Number 68 of 2013 concerning Basic Framework and Curriculum Structure for Junior High Schools/Tsanawiyah Madrasah k. RI Minister of Education and Culture Regulation No. 81A of 2013 concerning Implementation of the Curriculum for Teacher Books and Student Books according to the applicable curriculum. Science books for SMP/MTs, SMA/MA, and SMK*	
7	1. Describe the relationship between SKL, Content Standards, KI, KD and competency achievement indicators in the 2013 Curriculum 2. Understanding the 2013 Curriculum	1. explain the meaning of the 2013 Curriculum 2. explains the principles and references for developing the 2013 curriculum 3. Analyze the components of the 2013 curriculum 4. explains the development of a syllabus	**Criteria:** Ribric for assessing student participation in discussions about curriculum development **Form of Assessment** : Participatory Activities	The case study stages are as follows: 1. Orientation to students about the 2013 curriculum to study why and what are the benefits of curriculum changes such as in Indonesian history. 2. Organizing students: Helping understand problems related to the 2013 Curriculum from a theoretical perspective and its implementation. Facilitating students to search for articles related to K-13		**Material:** 1. Understanding the 2013 Curriculum 2. Principles and references for developing the 2013 curriculum 3. Components of the 2013 curriculum 4. Syllabus development **Library:** *Documents related to the applicable curriculum: a. Government Regulation No. 32 of 2013 concerning amendments to government regulation No. 19 of*	10%

				implementation and directing them to explore weaknesses and shortcomings as well as advantages in its implementation. 3. Guiding group investigations: collecting information by browsing information and articles and discussing how K-13 implementation is carried out based on the educational situation in Indonesia and world conditions from time to time to link curriculum developments with the demands of the times. 4. Develop and present work: compile conclusions and opinions related to (1) The essence of KTSP, (2) The advantages and obstacles to implementing KTSP in schools. 5. Analyze and evaluate the modeling process: monitor and provide input at each stage of the 2 X 50 modeling		*2005 concerning National Education Standards b. RI National Education Regulation Number 22 of 2006 concerning Content Standards c. RI National Education Regulation Number 23 of 2006 concerning Graduate Competency Standards d. RI National Education Regulation Number 41 of 2007 concerning Process Standards e. RI National Education Regulation Number 20 of 2007 concerning Assessment Standards f. RI Minister of Education and Culture Regulation Number 54 of 2013 concerning Competency Standards for Primary and Secondary Education Graduates. g. RI Minister of Education and Culture Regulation Number 64 of 2013 concerning Basic and Secondary Education Content Standards h. RI Minister of Education and Culture Regulation Number 65 of 2013 concerning Primary and Secondary Education Process Standards i. RI Minister of Education and Culture Regulation Number 66 of 2013 concerning Primary and Secondary Education Assessment Standards j. RI Minister of Education and Culture Regulation Number 68 of 2013 concerning Basic Framework and Curriculum Structure for Junior High Schools/Tsanawiyah Madrasah k. RI Minister of Education and Culture Regulation No. 81A of 2013 concerning Implementation of the Curriculum for Teacher Books and Student Books according to the applicable curriculum. Science books for SMP/MTs, SMA/MA, and SMK.*	
8	UTS		**Criteria:** Assessment criteria for written questions in essay form **Form of Assessment** : Test	2 X 50			10%

9	Skilled in developing biology subject syllabus	1. Skilled in compiling a syllabus according to the criteria in the process standards2. Skilled in explaining the results of syllabus preparation orally	**Criteria:** 1.Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2.USS weight 20% 3.Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4.US weight 30% 5.Essay questions are accessed together on USS 6.Performance questions are integrated during learning	DiscussionAssignment 2 X 50			0%
10	Skilled in preparing learning objectives based on competency achievement indicators	Skilled in formulating learning objectives that contain complete elements	**Criteria:** 1.Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2.USS weight 20% 3.Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4.US weight 30% 5.Essay questions are accessed together on USS 6.Performance questions are integrated during learning	DiscussionAssignment 2 X 50			0%
11	Skilled in determining learning methods or models in compiling learning steps	1. Skilled in determining learning methods/models according to learning design principles2. Skilled in arranging operational learning steps according to the scientific approach and chosen method/model	**Criteria:** 1.Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2.USS weight 20% 3.Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4.US weight 30% 5.Essay questions are accessed together on USS 6.Performance questions are integrated during learning	DiscussionAssignment 2 X 50			0%

12	Skilled in developing learning implementation plans (RPP) for biology subjects according to process standards	Skilled in preparing RPPs with a minimum format following Process Standards	**Criteria:** 1.Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2.USS weight 20% 3.Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4.US weight 30% 5.Essay questions are accessed together on USS 6.Performance questions are integrated during learning	DiscussionAssignment 2 X 50			0%
13	Skilled in compiling complete lesson plans in the form of teaching materials and assessment instruments related to topic/KD choices	1. Skilled in compiling teaching materials (LKS, handouts) according to topic/KD2. Skilled in compiling assessment instruments according to indicators	**Criteria:** 1.Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2.USS weight 20% 3.Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4.US weight 30% 5.Essay questions are accessed together on USS 6.Performance questions are integrated during learning	discussion assignment 2 X 50			0%
14	Skilled in compiling complete RPPs in the form of teaching materials and assessment instruments related to topic/KD choices	1. Skilled in compiling teaching materials (LKS, handouts) according to topic/KD2. Skilled in compiling assessment instruments according to indicators	**Criteria:** 1.Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2.USS weight 20% 3.Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4.US weight 30% 5.Essay questions are accessed together on USS 6.Performance questions are integrated during learning	discussion assignment 2 X 50			0%

15	Skilled in analyzing and evaluating learning designs based on the principle of three-eye linkage (method-evaluation objectives)	1. Skilled in analyzing RPPs from the aspect of the relationship between objectives, methods and evaluation 2. Skilled in assessing RPPs using the RPP assessment rubric	**Criteria:** 1. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. US weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning	DiscussionAssignment 2 X 50			0%
16			**Form of Assessment** : Test				20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	30%
		80%

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.