



MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																																																													
Psikologi Pendidikan		1000002039			T=2	P=0	ECTS=3.18	1	1 September 2025																																																																																													
OTORISASI		Pengembang RPS			Koordinator RMK			Koordinator Program Studi																																																																																														
		TIM MBKM			TIM MBKM			RIVO NUGROHO																																																																																														
Model Pembelajaran		Case Study																																																																																																				
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK																																																																																																				
		CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																																																																			
		CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																																																																			
		Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																				
		CPMK - 1	Mastering the basic concepts of educational psychology, learner development, learning theory, and aspects of personality that affect learning, and non-formal classroom management aspects of personality that affect learning, and non-formal classroom management (C2).																																																																																																			
		CPMK - 2	Able to assess the concepts and theories within the scope of educational psychology that are relevant to solving cases of learning or learning difficulties in the scope of non-formal education (A3).																																																																																																			
		CPMK - 3	Responsible for individual and group learning performance, by showing active involvement in carrying out the tasks and roles assigned both individually and in groups during the learning process (A5).																																																																																																			
		CPMK - 4	Ready in Utilizing learning resources and ICT-assisted learning media to support learning implementation (P2).																																																																																																			
		Matrik CPL - CPMK																																																																																																				
			<table><tr><td>CPMK</td><td>CPL-2</td><td>CPL-3</td></tr><tr><td>CPMK-1</td><td></td><td>✓</td></tr><tr><td>CPMK-2</td><td>✓</td><td></td></tr><tr><td>CPMK-3</td><td>✓</td><td></td></tr><tr><td>CPMK-4</td><td></td><td>✓</td></tr></table>							CPMK	CPL-2	CPL-3	CPMK-1		✓	CPMK-2	✓		CPMK-3	✓		CPMK-4		✓																																																																														
		CPMK	CPL-2	CPL-3																																																																																																		
		CPMK-1		✓																																																																																																		
CPMK-2	✓																																																																																																					
CPMK-3	✓																																																																																																					
CPMK-4		✓																																																																																																				
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																																						
	<table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td>✓</td><td></td><td></td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td></td><td></td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-4</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr></table>	CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	CPMK-1	✓		✓			✓		✓		✓	✓	✓					CPMK-2		✓			✓		✓		✓							✓	CPMK-3																	CPMK-4				✓									✓	✓	✓	
CPMK	Minggu Ke																																																																																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																																						
CPMK-1	✓		✓			✓		✓		✓	✓	✓																																																																																										
CPMK-2		✓			✓		✓		✓							✓																																																																																						
CPMK-3																																																																																																						
CPMK-4				✓									✓	✓	✓																																																																																							
Deskripsi Singkat MK	Mata kuliah ini membahas konsep-konsep mendasar dalam psikologi pendidikan, meliputi perkembangan peserta didik, karakteristik pelajar dengan kebutuhan khusus, serta faktor-faktor yang memengaruhi proses belajar. Mahasiswa juga akan mempelajari peran diversitas sosiokultural dalam dunia pendidikan, serta bagaimana pendekatan behavioral, kognitif sosial, dan pemrosesan informasi dapat digunakan untuk memahami perilaku belajar. Pembelajaran dirancang agar mahasiswa mampu menganalisis dan memecahkan permasalahan nyata di lingkungan pendidikan melalui pengkajian kasus. Melalui studi berbagai situasi dan skenario pembelajaran, mahasiswa diharapkan dapat mengintegrasikan teori dengan praktik, sehingga mampu merumuskan strategi pembelajaran yang efektif dan adaptif sesuai konteks peserta didik yang beragam.																																																																																																					
Pustaka	Utama :																																																																																																					

- Slavin, Robert E. 2011. Psikologi Pendidikan: Teori dan Praktik edisi ke-9 (Jilid 1 & 2). Jakarta: PT Indeks. - Santrock, J W. 2013. Psikologi Pendidikan (jilid 1&2). Jakarta: Salemba Humanika - Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press. - Rahmat, Pupu Saeful. 2021. Psikologi Pendidikan. Jakarta: PT. Bumi Aksara. - Ulfa, Andi Yurni.2021.Psikologi Pendidikan. Sulawesi Selatan: Aksara Timur. - Stones, E.2012. Educational Objectives and The Teaching of Educational Psychology. United Kingdom: Taylor and Francis - Roberts, J., & Harris, K. (2024). Non-formal Education and Community Development: Foundations and Approaches. Springer. - Smith, A., & Brown, F. (2024). Basic Concepts in Non-formal Education. Journal of Educational Theory, 29(2), 34-47. - Jones, R., & Clark, L. (2024). Educational Psychology and Its Role in Non-formal Education. Journal of Educational Psychology, 32(4), 58-71. - Evans, G., & Smith, A. (2024). Understanding Learner Development in Non-formal Learning Environments. Routledge. - Jones, A., & Brown, S. (2024). Decision-making in Educational Psychology for Non-formal Learning Environments. Journal of Educational Decision-Making, 19(2), 56-69. - Walker, K., & Taylor, M. (2024). Decision-making Processes in Educational Psychology: Implications for Non-formal Education. Routledge. - Green, T., & Roberts, P. (2024). Identifying and Addressing Learning Difficulties in Non-formal Education. Journal of Educational Psychology, 30(3), 45-58. - Harrison, P., & Jones, F. (2024). Managing Learning Performance in Non-formal Education. Journal of Educational Management, 28(1), 102-115. - Martinez, F., & Lee, S. (2024). Active Learning and Role Fulfillment in Non-formal Education. Journal of Active Learning, 22(3), 67-81. - Walker, T., & Taylor, S. (2024). ICT in Non-formal Education: Enhancing Learning through Technology. Journal of Educational Technology, 32(4), 112-125.							
Pendukung :							
- Wicaksono, V. D. (2023, March). Anti-bullying Programs in Indonesia: An Integrative Review of Elementary Schools. In International Joint Conference on Arts and Humanities 2022 (IJCAH 2022) (pp. 712-729). Atlantis Press. - Choirunnisa, Nadia, L. 2024. Neuropsychological in the Treatment of Academic Abilities of Children with special needs - Lestari, G. D., Widodo, W., Yusuf, A., & Widyaswari, M. (2023). Implementasi komunikasi positif dalam meningkatkan motivasi belajar anak usia dini. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(4), 4791-4802. - Fadhlina, F. A., & Artha, I. K. A. J. (2024). Pengaruh Pendampingan Orang Tua Terhadap Perkembangan Sosial Emosional Anak di BA Aisyiyah Ponorogo. J+ PLUS UNESA, 13(2), 136-142. - Yusuf, A., Lestari, G. D., Widodo, W., & Widyaswari, M. (2025). Parenting of Migrant Worker Parents in Cultivating Early Childhood Independence. JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat), 12(1), 75-86. - Yulianingsih, W., Budiani, M. S., Rosyanafi, R. J., Nugroho, R., & Zharfana, A. N. (2023). Pendampingan Self-Management Strategy Bagi Peserta Didik di SMA A. Wahid Hasyim Pesantren Tebuireng Jombang. Transformasi dan Inovasi: Jurnal Pengabdian Masyarakat, 3(1), 44-52.							
Dosen Pengampu		WIWIN YULIANINGSIH ROFIK JALAL ROSYANAFI DESIKA PUTRI MARDIANI TRI 'ULYA QODRIYATI Desika Putri Mardiani, M.Pd. Desika Putri Mardiani, M.Pd. Dr. Wiwin Yulianingsih, S.Pd., M.Pd. Dr. Wiwin Yulianingsih, S.Pd., M.Pd. Dr. Rofik Jalal Rosyanafi, M.Pd. Dr. Rofik Jalal Rosyanafi, M.Pd.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding the basic concepts of education and the role of educational psychology in the field of education	1.Explaining the basic concepts of educational psychology (definition and aspects studied in it) 2.Identifying the benefits/contributions of educational psychology in learning	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipatif	Contextual instructionDiskusi 2 X 50	Diskusi online tentang penerapan teori belajar dalam konteks nyata, Kuis pemahaman konsep dasar psikologi pendidikan	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: Slavin, Robert E. 2011. Psikologi Pendidikan: Teori dan Praktik edisi ke-9 (Jilid 1 & 2). Jakarta: PT Indeks.	3%

2	Understanding student development and the laws of development.	1.Explaining the basic concepts of life span development 2.Explaining the laws of human development	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif	Contextual instructionDiskusi 2 X 50	Contextual instructionDiskusi 2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Slavin, Robert E. 2011. Psikologi Pendidikan: Teori dan Praktik edisi ke-9 (Jilid 1 & 2). Jakarta: PT Indeks.</i>	3%
3	Understanding the theory of cognitive development (Jean Piaget) and language development (Vygotsky), and their application in learning	1.Explaining the main ideas of Piaget's cognitive development theory and Vygotsky's language development 2.Explaining examples of the application of Piaget's cognitive development stages and Vygotsky's language development in learning.	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif	Contextual instructionStudi/kajian kasusDiskusi 2 X 50	Contextual instructionStudi/kajian kasusDiskusi 2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press.</i> Materi: Implementasi komunikasi positif dalam meningkatkan motivasi belajar anak usia dini Pustaka: <i>Lestari, G. D., Widodo, W., Yusuf, A., & Widyaswari, M. (2023). Implementasi komunikasi positif dalam meningkatkan motivasi belajar anak usia dini. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(4), 4791-4802.</i>	3%

4	Understanding Erikson's theory of social emotional development and Kohlberg's stages of moral development and their application	1.Explaining the main ideas of Erikson's social emotional development theory and Kohlberg's moral development. 2.Explaining examples of the application of Erikson's social emotional development and Kohlberg's moral development in learning.	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif	Contextual instructionDiskusi 2 X 50	Contextual instructionDiskusi 2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press.</i>	3%
5	Understanding Bandura's behaviorism and social learning theory and examples of their application	1.Explaining the main ideas of the concept of learning according to Bandura's behaviorism and social learning 2.Explaining examples of the application of learning concepts based on behaviorism and social learning theory.	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	AssignmentGroup PresentationDiscussion 2 X 50	AssignmentGroup PresentationDiscussion 2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press.</i>	6%

6	Understanding cognitive and constructivist learning theories and their application in learning	1.Explaining the main ideas of cognitive and constructivist learning theories 2.Explaining examples of the application of cognitive and constructivist learning theories in learning	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif	Assignment givingGroup presentationDiscussion 2 X 50	Assignment givingGroup presentationDiscussion 2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Slavin, Robert E. 2011. Psikologi Pendidikan: Teori dan Praktik edisi ke-9 (Jilid 1 & 2). Jakarta: PT Indeks.</i> Materi: Pengaruh Pendampingan Orang Tua Terhadap Perkembangan Sosial Emosional Anak di BA Aisyiyah Ponorogo Pustaka: <i>Fadhlina, F. A., & Artha, I. K. A. J. (2024). Pengaruh Pendampingan Orang Tua Terhadap Perkembangan Sosial Emosional Anak di BA Aisyiyah Ponorogo. J PLUS UNESA, 13(2), 136-142.</i>	3%
7	Understand humanistic learning theory and be able to apply it in learning	1.Explaining the main ideas of humanistic learning theory/student-centered approach 2.Explaining examples of the application of humanistic learning theory in learning	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif	Assignment givingGroup presentationDiscussion 2 X 50	2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Rahmat, Pupu Saeful. 2021. Psikologi Pendidikan. Jakarta: PT. Bumi Aksara.</i>	3%

8	MID-SEMESTER EXAM	MID-SEMESTER EXAM	Kriteria: Rubrik Bentuk Penilaian : Tes	online test 2 X 50	online test 2 X50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Santrock, J W. 2013. Psikologi Pendidikan (jilid 1&2). Jakarta: Salemba Humanika</i>	10%
9	Understanding the basic concept of intelligence and its role in the teaching and learning process	1.Explaining the main ideas of intelligence 2.Explain examples of the influence of intelligence in learning	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif	AssignmentGroup presentationDiscussion 2 X 50	AssignmentGroup presentationDiscussion 2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Santrock, J W. 2013. Psikologi Pendidikan (jilid 1&2). Jakarta: Salemba Humanika</i> Materi: Parenting of Migrant Worker Parents in Cultivating Early Childhood Independence Pustaka: <i>Yusuf, A., Lestari, G. D., Widodo, W., & Widyaswari, M. (2025). Parenting of Migrant Worker Parents in Cultivating Early Childhood Independence. JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat), 12(1), 75-86.</i>	4%

10	Understanding the concept of student emotions and self-concept and their influence on learning	1.Explaining the concept of emotion and self-concept 2.Explaining the role of emotions and self-concept in the learning process	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif	Assignment givingGroup presentationDiscussion 2 X 50	Assignment givingGroup presentationDiscussion 2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Santrock, J W. 2013. Psikologi Pendidikan (jilid 1&2). Jakarta: Salemba Humanika</i> Materi: Pendampingan Self-Management Strategy Bagi Peserta Didik di SMA A. Wahid Hasyim Pesantren Tebuireng Jombang Pustaka: <i>Yulianingsih, W., Budiani, M. S., Rosyanafi, R. J., Nugroho, R., & Zharfana, A. N. (2023). Pendampingan Self-Management Strategy Bagi Peserta Didik di SMA A. Wahid Hasyim Pesantren Tebuireng Jombang. Transformasi dan Inovasi: Jurnal Pengabdian Masyarakat, 3(1), 44-52.</i>	5%
11	Understanding the concept of motivation and its role in learning	1.Explain the concept of motivation 2.Explaining examples of the role of motivation in the learning process	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif	Group assignmentGroup presentationDiscussion 2 X 50	Group assignmentGroup presentationDiscussion 2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press.</i>	5%

12	Understanding the concept of giftedness, gifted children and their education	1.Explaining the concept of giftedness 2.Identifying characteristics of giftedness 3.Explaining gifted children education services	Kriteria: Rubrik Bentuk Penilaian : Penilaian Portofolio	Group assignmentGroup presentationDiscussion 2 X 50	Group assignmentGroup presentationDiscussion	Materi: Menguasai konsep dasar psikologi pendidikan, perkembangan peserta didik, teori belajar, dan aspek-aspek kepribadian yang berpengaruh terhadap belajar, dan pengelolaan kelas Pustaka: Slavin, Robert E. 2011. <i>Psikologi Pendidikan: Teori dan Praktik edisi ke-9 (Jilid 1 & 2). Jakarta: PT Indeks.</i> Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: Slavin, Robert E. 2011. <i>Psikologi Pendidikan: Teori dan Praktik edisi ke-9 (Jilid 1 & 2). Jakarta: PT Indeks.</i>	7%
13	Understand and be able to identify academic learning difficulties	Explaining the basic concepts of academic learning difficulties (definition, symptoms and forms/types)	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipatif	Group assignmentGroup presentationDiscussion 2 X 50	Group assignmentGroup presentationDiscussion 2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: Slavin, Robert E. 2011. <i>Psikologi Pendidikan: Teori dan Praktik edisi ke-9 (Jilid 1 & 2). Jakarta: PT Indeks.</i>	5%

14	Understand and be able to identify learning difficulties due to developmental disorders	Explaining the basic concept of learning difficulties due to developmental disorders (definition, symptoms and forms/types)	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif	Group assignmentGroup presentationDiscussion 2 X 50	Group assignmentGroup presentationDiscussion 2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press.</i>	5%
15	Understanding positive environments that support learning	1.Explaining the main idea of class management 2.Show examples of classroom management implementation	Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif	Group assignmentGroup presentationDiscussion 2 X 50	Group assignmentGroup presentationDiscussion 2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Santrock, J W. 2013. Psikologi Pendidikan (jilid 1&2). Jakarta: Salemba Humanika</i>	5%
16	Understanding positive environments that support learning	1.Explaining the nature of school guidance and counseling (BK) (definition, principles, goals, functions and forms of services) 2.Explaining the role of BK in schools	Kriteria: Rubrik Bentuk Penilaian : Tes	Assignment givingGroup presentationDiscussion 2 X 50	Assignment givingGroup presentationDiscussion 2 X 50	Materi: Mastering the basic concepts of educational psychology, student development, learning theories, and aspects of personality that influence learning, and classroom management. Pustaka: <i>Rahmat, Pupu Saeful. 2021. Psikologi Pendidikan. Jakarta: PT. Bumi Aksara.</i>	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	50%
2.	Penilaian Portofolio	10%
3.	Tes	40%
		100%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.

3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.