



**Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Industrial relations | 7320102206 | Study Program Elective Courses | T=1 | P=1 | ECTS=3.18 | 5 | August 22, 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Dr. Umi Anugerah Izzati, M.Psi, Psikolog | | Dr. Umi Anugerah Izzati, M.Psi, Psikolog | | | Yohana Wuri Satwika, S.Psi., M.Psi. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Explains the concept and historical overview of industrial relations as a whole | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 2 | Explains the scientific approach and basic foundations of related sciences | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 3 | Explain work agreements and industrial relations dispute resolution | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 4 | Explaining industrial relations negotiations and resolving problems that occur in society | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: 20px;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table> | | | | | | P.O | PO-1 | PO-2 | PO-3 | PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: 20px;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-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>PO-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>PO-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>PO-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> </tbody> </table> | | | | | | 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 | | | | | | | | | | | | | | | | |
| 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 | This course discusses basic concepts, approaches, policies, negotiations and dispute resolution in industrial relations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <ol style="list-style-type: none"> 1. Kartawijaya, Adjat Daradjat. (2018). Hubungan Industrial: Pendekatan Komprehensif-Inter Disiplin. Teori-Kebijakan-Praktik. Penerbit: Alfabeta 2. Idris Fahmi. (2018). Dinamika Hubungan Industrial. Penerbit: Deepublish. Yogyakarta 3. Hamali, A. Y. (2016). Pemahaman Manajemen Sumber Daya Manusia: Strategi Mengelola Karyawan. Jakarta: CAPS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

1. Blyton, P., et, al. (2008). Handbook of Industrial Relations. British: SAGE Publications
2. Clark, I. (2003). Governance, the State, Regulation and Industrial Relations. British: Routledge
3. Afrita, I. (2015). Hukum Ketenagakerjaan dan Penyelesaian Sengketa Hubungan Industrial di Indonesia. Yogyakarta: Absolute Media
4. Lai, C. H., & Lin, S. H. (2017). Sytems Theory. The International Encyclopeda of Organizational Communication. Published by John Wiley & Sons, Inc
5. Amiq, B., & dkk. (2019). Pengantar Hubungan Industrial dan Riset Advokasi Pelaksanaan UU No. 21 Tahun 2000. Surabaya: Unitomo Press
6. Rahayu, D. (2019). Buku Ajar Hukum Ketenagakerjaan. Surabaya: Scopindo Media Pustaka.
7. Mustapa, Z. (2018). Perilaku Organisasi: Dalam Perspektif Manajemen Organisasi. Makassar: Celebes Media Perkasa.
8. Bambang, R. J. (2013). Hukum Ketenagakerjaan. Bandung: Pustaka Setia
9. Karmanis., & Karjono. (2020). Buku Pedoman Belajar Studi Analisis Kebijakan Publik. Semarang: CV. Pilar Nusantara
10. Yuningasih, Y. (2017). Perlindungan Sosial Pekerja Anak. Yogyakarta: Pandiva Buku
11. Jumadi. (2021). Prinsip dan Strategi Negosiasi. Purwodadi: CV. Sarnu Untung

Supporting lecturer Dr. Umi Anugerah Izzati, M.Psi., Psikolog.

| 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 | Students are able to understand the concepts, theories and philosophy of industrial relations | Students can explain the concepts, theories and philosophy of industrial relations | Criteria: 1.Group presentation 2.Review paper documents Form of Assessment : Participatory Activities | Student Centered, discussion and question and answer 2 X 50 | | Material: Concepts, theories and philosophy of industrial relations References: <i>Kartawijaya, Adjat Daradjat. (2018). Industrial Relations: A Comprehensive-Inter-Disciplinary Approach. Theory-Policy-Practice. Publisher: Alfabeta</i> | 5% |
| 2 | Students are able to understand the historical overview of industrial relations | 1.Explaining the History of Relations at the International Level 2.Explaining the History of Industrial Relations in Indonesia | Criteria: 1.Group presentation 2.Review paper documents Form of Assessment : Participatory Activities | Student Centered, discussion and question and answer 2 X 50 | | Material: Historical theory of industrial relations at the international level. Reader: <i>Kartawijaya, Adjat Daradjat. (2018). Industrial Relations: A Comprehensive-Inter-Disciplinary Approach. Theory-Policy-Practice. Publisher: Alfabeta</i> Material: Historical theory of industrial relations in Indonesia Reader: Idris Fahmi. (2018). Dynamics of Industrial Relations. Publisher: Deepublish. Yogyakarta | 3% |

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| 3 | Students are able to understand a systematic approach in industrial relations | <ol style="list-style-type: none"> 1.Students can explain the Definition and Theory of Systems 2.Students can explain the Industrial Relations System | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Group presentation 2.Review paper documents <p>Form of Assessment : Participatory Activities</p> | Student Centered, discussion and question and answer 2 X 50 | | <p>Material: Systems theory in industrial relations</p> <p>References: <i>Lai, CH, & Lin, SH (2017). Systems Theory. The International Encyclopedia of Organizational Communication. Published by John Wiley & Sons, Inc</i></p> | 2% |
| 4 | Students are able to understand the scientific approach to industrial relations | <ol style="list-style-type: none"> 1.Students can explain contemporary industrial relations 2.Students can explain the interdisciplinary science of industrial relations | <p>Criteria: Group Assignment</p> <p>Form of Assessment : Participatory Activities</p> | Student Centered, discussion and question and answer 2 X 50 | | <p>Material: Scientific approach to industrial relations</p> <p>References: <i>Kartawijaya, Adjat Daradjat. (2018). Industrial Relations: A Comprehensive-Inter-Disciplinary Approach. Theory-Policy-Practice. Publisher: Alphabeta</i></p> | 3% |
| 5 | Students are able to understand the behavioral approach in industrial relations | <ol style="list-style-type: none"> 1.Students can explain the meaning of Organizational Behavior and Leadership 2.Students can explain the Analysis of Influence Factors | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Group presentation 2.Review paper documents <p>Form of Assessment : Participatory Activities</p> | Student Centered, discussion and question and answer 2 X 50 | | <p>Material: Theory of organizational behavior and analysis of influencing factors.</p> <p>Reference: <i>Kartawijaya, Adjat Daradjat. (2018). Industrial Relations: A Comprehensive-Inter-Disciplinary Approach. Theory-Policy-Practice. Publisher: Alphabeta</i></p> | 3% |
| 6 | Students are able to understand the basic foundations of industrial relations in Indonesia | <ol style="list-style-type: none"> 1.Students can explain general thinking 2.Students can explain the ideal basis 3.Students can explain the strategic basis 4.Students can explain the constitutional basis 5.Students can explain the operational basis 6.Students can explain the juridical basis | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Group presentation 2.Review paper documents <p>Form of Assessment : Participatory Activities</p> | Student Centered, discussion and question and answer 2 X 50 | | <p>Material: Ideal, strategic, constitutional, operational and juridical foundations of industrial relations</p> <p>Reference: <i>Bambang, RJ (2013). Employment Law. Bandung: Pustaka Setia</i></p> | 3% |

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|----|---|---|--|--|---------------|---|-----|
| 7 | Students are able to understand industrial relations policies in Indonesia | <ol style="list-style-type: none"> 1. Students can explain the meaning of the policy 2. Students can explain Operational Policies 3. Students can explain technical policies 4. Students can explain the Analysis of Industrial Relations Policy Implementation 5. Students can explain the juridical basis | Criteria: Group Assignment Form of Assessment : Participatory Activities | Student Centered, discussion and question and answer 2 X 50 | | Material: Industrial relations policy in Indonesia Reference: <i>Idris Fahmi. (2018). Dynamics of Industrial Relations. Publisher: Deepublish. Yogyakarta</i> | 3% |
| 8 | UTS | UTS | Criteria: UTS | 2 X 50 | Online Method | Material: Meeting Material 1-7 Bibliography: <i>Kartawijaya, Adjat Daradjat. (2018). Industrial Relations: A Comprehensive-Inter-Disciplinary Approach. Theory-Policy-Practice. Publisher: Alfabeta</i> | 20% |
| 9 | Students are able to understand work relationships and work agreements | <ol style="list-style-type: none"> 1. Students can explain the meaning and meaning of work relationships 2. Students can explain the theory and legal principles of employment agreements 3. Students can explain the types of work agreements 4. Students can explain the analysis of the implementation of work contracting agreements and worker use agreements from companies providing worker services | Criteria: <ol style="list-style-type: none"> 1. Group presentation 2. Review paper documents Form of Assessment : Participatory Activities | Student Centered, discussion and question and answer 2 X 50 | | Material: Theory of employment relations and employment agreements Reference: <i>Rahayu, D. (2019). Employment Law Textbook. Surabaya: Scopindo Media Pustaka.</i> | 3% |
| 10 | Students are able to understand the meaning and types of dispute resolution | <ol style="list-style-type: none"> 1. Students can explain the definition and meaning of industrial relations disputes 2. Students can explain the types of industrial relations disputes | Criteria: Group Assignment Form of Assessment : Participatory Activities | Student Centered, discussion and question and answer 2 X 50 | | Material: Definition and types of dispute resolution Reader: <i>Idris Fahmi. (2018). Dynamics of Industrial Relations. Publisher: Deepublish. Yogyakarta</i> | 5% |

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| 11 | Students are able to understand the procedures and procedures for resolving disputes | <ol style="list-style-type: none"> 1. Students can explain procedures for resolving industrial relations disputes 2. Students can explain the procedures and mechanisms for resolving industrial relations disputes | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Group presentation 2. Review paper documents <p>Form of Assessment : Participatory Activities</p> | Student Centered, discussion and question and answer 2 X 50 | | <p>Material: Procedures and procedures for resolving industrial relations disputes</p> <p>Reference: Kartawijaya, Adjat Daradjat. (2018). <i>Industrial Relations: A Comprehensive-Inter-Disciplinary Approach. Theory-Policy-Practice.</i> Publisher: Alfabeta</p> | 3% |
| 12 | Students are able to understand protection, wages and worker welfare | <ol style="list-style-type: none"> 1. Students can understand and explain Job Protection 2. Students can understand and explain Wages 3. Students can understand and explain Worker Welfare | <p>Criteria: Group Assignment</p> <p>Form of Assessment : Participatory Activities</p> | Student Centered, discussion and question and answer 2 X 50 | | <p>Material: Job protection theory and worker welfare</p> <p>Reference: Yuningsih, Y. (2017). <i>Social Protection of Child Labor.</i> Yogyakarta: Pandiva Buku</p> | 5% |
| 13 | Students are able to understand the meaning and framework of industrial relations negotiation thinking | <ol style="list-style-type: none"> 1. Students can understand the framework of thinking 2. Students can understand the integration and harmonization of workers and entrepreneurs 3. Students can understand the Definition and Meaning of Negotiation 4. Students can understand the essence of negotiation in industrial relations | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Group presentation 2. Review paper documents <p>Form of Assessment : Participatory Activities</p> | Student Centered, discussion and question and answer 2 X 50 | | <p>Material: Understanding negotiation in industrial relations</p> <p>Reader: Jumadi. (2021). <i>Negotiation Principles and Strategies.</i> Purwodadi: CV. Sarnu Untung</p> | 3% |
| 14 | Students are able to understand the theories and models of industrial relations negotiations | <ol style="list-style-type: none"> 1. Students can understand and explain the nature of negotiations in industrial relations 2. Students can understand and explain Negotiation Issues in Industrial Relations 3. Students can understand and explain several theories and models of collective bargaining. | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Group presentation 2. Review paper documents <p>Form of Assessment : Participatory Activities</p> | Student Centered, discussion and question and answer 2 X 50 | | <p>Material: Negotiation theories and models in industrial relations</p> <p>Reader: Jumadi. (2021). <i>Negotiation Principles and Strategies.</i> Purwodadi: CV. Sarnu Untung</p> | 5% |

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| 15 | Students are able to understand the steps in industrial relations negotiations | <ol style="list-style-type: none"> 1. Students can explain Types and Styles of Negotiation 2. Students can explain the Basic Principles of Mediation 3. Students can explain the Negotiation Steps 4. Students can explain the Key to Success in Negotiations | Criteria: Group Assignment Form of Assessment : Participatory Activities | Student Centered, discussion and question and answer 2 X 50 | | Material: Negotiation steps in industrial relations Reference: Kartawijaya, Adjat Daradjat. (2018). <i>Industrial Relations: A Comprehensive-Inter-Disciplinary Approach. Theory-Policy-Practice.</i> Publisher: Alfabeta | 4% |
| 16 | UAS | UAS | Criteria: UAS | | Online Method | Material: Meeting Material 9-15 Reader: Idris Fahmi. (2018). <i>Dynamics of Industrial Relations.</i> Publisher: Deepublish. Yogyakarta | 30% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 50% |
| | | 50% |

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** 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.
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.