



Universitas Negeri Surabaya
Faculty of Educational Sciences
Bachelor of Education Management Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
EDUCATIONAL PLANNING	8620402140	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	May 30, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Nunuk Hariyanti, M.Pd dan Ainur Rifqi, S.Pd.,M.Pd		Dr. Nunuk Hariyati, M.Pd			Syunu Trihantoyo, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO) PLO study program that is charged to the course

Program Objectives (PO)

PO - 1	Utilizing learning resources and information technology in applying educational planning through methodologies and techniques and educational planning models.
PO - 2	Mastering theoretical concepts about basic concepts, mechanisms, types and several approaches in educational planning, educational planning methodology, identifying problems and setting educational planning goals, preparing activities and programs, analysis in educational planning in Indonesia, student flow, analysis and projections, planning techniques and models and their application in educational planning.
PO - 3	Make the right decisions based on information and data analysis and be able to determine the type, approach, model and technique in preparing educational planning.
PO - 4	Responsible for self-learning performance, agreement with group colleagues in understanding basic concepts, mechanisms, types and several approaches in educational planning, educational planning methodology, identification of problems and setting goals for educational planning, preparation of activities and programs, analysis in educational planning in Indonesia, student flow, analysis and projections, planning techniques and models and their application in educational planning.

PLO-PO Matrix

	<table border="1" style="margin-left: auto; margin-right: auto;"> <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: auto; margin-right: auto;"> <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> <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> </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																
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Short Course Description Planning theory includes basic concepts, mechanisms, types and several approaches in educational planning, educational planning methodology, identification of problems and setting goals for educational planning, preparation of activities and programs, analysis in educational planning in Indonesia, student flow, analysis and projections, techniques -planning techniques and models and their application in educational planning.

References Main :

1. Anderson, Arnold. 1984. Educational Planning. Syracuse University
2. Banghart. Frank W and Trull, Alber. 1983. Educational Planning. London: Collier The Macmillan
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5. Davis.1980. Planning Education For Development Volume I (Issues and Problems in The Planning Of Education In Developing Countries). Cambridge: Harvard University.
6. Davis. 1980. Planning Education For Development Volume II (Model And Methods For Systemic Planning For Education). Cambridge: Harvard University.
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11. Master Plan for Education 2003-2023, tersedia di www.bkvgroup.com/portfolio.cfm/Education/Master_Plan
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14. Peraturan Pemerintah No 48 Tahun 2013. Tentang Pendanaan Pendidikan.
15. Sa'ud. Udin Syaefudin. 2005. Perencanaan Pendidikan. Bandung: Remaja Rosda Karya
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17. 2003. School Development Planning: Guidelines For Second Level Schools. www.sdpi.ie.

Supporters:

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2. Collarbone, P. 2009. Creating Tomorrow: Planning, Developing and Sustaining Change in Education and Other Public Services. London: Continuum International Publishing.
3. Earthman, G.I. 2009. Planning Educational Facilities: What Educators Need to Know. Plymouth: Rowman & Littlefield Education. 6.
4. Somantri, M. 2014. Perencanaan Pendidikan. Bandung: Penerbit IPB Press.
5. LP2KS. 2017. Penyusunan Rencana Kerja Sekolah/Madrasah. Jakarta: Kemdikbud

Supporting lecturer Dr. Amrozi Khamidi, S.Pd., M.Pd.
Supriyanto, S.Pd., M.Pd.

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 can explain the general description of the objectives, processes, mechanisms and assessments in lectures. Students are able to explain the concepts and theories of comprehensive educational planning.	Students are able to describe the meaning, goals and subject matter of educational planning	<p>Criteria:</p> <p>Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Participatory Activities</p>	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50		<p>Material: Material 1 Library: LP2KS. 2017. <i>Preparation of School/Madrasah Work Plans. Ministry of Education and Culture</i></p> <p>Material: Material 1 Reference: <i>Government Regulation No. 66 of 2010. Concerning Amendments to PP No. 17 of 2010 concerning Management and Implementation of Education.</i></p>	5%

2	Students are able to provide examples of applications of educational planning concepts	Students are able to describe the characteristics of planning, cycles of principles, types of techniques and planning models	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Participatory Activities</p>	Group discussions, class discussions, questions and answers, reinforcement 2 X 50		<p>Material: Material 2 Reference: <i>Government Regulation No. 66 of 2010. Concerning Amendments to PP No. 17 of 2010 concerning Management and Implementation of Education.</i></p>	5%
3	Students are able to define educational problems	Students are able to identify the scope of problems in educational planning	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Participatory Activities</p>	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50		<p>Material: Material 3 References: <i>Government Regulation No. 66 of 2010. Concerning Amendments to PP No. 17 of 2010 concerning Management and Implementation of Education.</i></p>	5%

4	Students are able to analyze the field of study of educational problems	Students are able to describe areas of study and systems in educational planning	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Participatory Activities</p>	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50		<p>Material: material 4 References: <i>Government Regulation No. 32 of 2013. Concerning National Education Standards (SNP).</i></p>	5%
5	Students are able to understand and apply the Analytical Hierarchy Process (AHP) in educational planning	students are able to describe the Analytical Hierarchy Process (AHP) in educational planning	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50		<p>Material: material 5 Reference: <i>Sa'ud. Udin Syaefudin. 2005. Educational Planning. Bandung: Rosda Karya Youth</i></p>	5%

6	Students are able to understand and apply the Analytical Hierarchy Process (AHP) in educational planning	students are able to describe the Analytical Hierarchy Process (AHP) in educational planning	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50		<p>Material: material 6 Reference: Sa'ud. Udin Syaefudin. 2005. <i>Educational Planning</i>. Bandung: Rosda Karya Youth</p>	5%
7	Students understand and describe cohort analysis	Students are able to describe the meaning, objectives and benefits of cohort analysis	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50		<p>Material: material 7 References: Government Regulation No. 48 of 2013. Concerning Education Funding.</p>	5%

8	Students understand and describe cohort analysis	Students are able to describe the meaning, objectives and benefits of cohort analysis	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/M Performance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50		<p>Material: Mid-Semester Exam Literature: LP2KS. 2017. <i>Preparation of School/Madrasah Work Plans. Ministry of Education and Culture</i></p>	10%
9	Types of educational planning methods are mean-ways end analysis, input-output analysis, econometric analysis, and effect diagrams	Lecture, question and answer and discussion methods	<p>Criteria: Full marks are obtained if you do all the questions correctly. Full marks if students are able to answer questions with descriptive, clear and systematic explanations and in accordance with the theory and policies used</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Combination of Lecture & Discussion Learning Methods 2 X 50		<p>Material: material 9 Reference: Sa'ud. Udin Syaefudin. 2005. <i>Educational Planning. Bandung: Rosda Karya Youth</i></p>	10%
10	Students are able to describe the mechanism and flow of preparing a School/Madrasah Work Plan (RKS/M)	Students are able to explain the mechanism and flow of preparing the RKS/M	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/M Performance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50		<p>Material: material 10 Reference: <i>Journal of the International Society for Educational Planning (ISEP). 2007. Educational Planning. Vol.16 No.1, in [http://www.cae.org/...]</i></p>	5%

11	Students are able to describe the mechanism and flow of preparing a School/Madrasah Work Plan (RKS/M)	Students are able to explain the mechanism and flow of preparing the RKS/M	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Expository Learning Strategy; Combination of Lecture & Discussion Learning Methods 2 X 50		<p>Material: material 11 References: <i>Government Regulation No. 48 of 2013. Concerning Education Funding.</i></p>	5%
12	Students are able to conceptualize and design plans at the Early Childhood Education (PAUD) level	students are able to outline planning at the Early Childhood Education (PAUD) level	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Group discussion, Q&A and reinforcement 2 X 50		<p>Material: material 12 References: <i>Collarbone, P. 2009. Creating Tomorrow: Planning, Developing and Sustaining Change in Education and Other Public Services. London: Continuum International Publishing.</i></p>	10%

13	Students are able to conceptualize and design plans at the elementary school (SD) level	Students are able to describe planning at the elementary school (SD) level	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Group discussion, Q&A and reinforcement 2 X 50		<p>Material: material 13 References: <i>Government Regulation No. 32 of 2013. Concerning National Education Standards (SNP).</i></p>	5%
14	Students are able to conceptualize and design plans at the Junior High School (SMP) level	Students are able to describe planning at the Junior High School (SMP) level	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Group discussion, Q&A and reinforcement 2 X 50		<p>Material: material 14 References: <i>Salaman, A & Tutchell. 2005. Planning Educational Visits for the Early Years. London: Paul Chapman Publishing.</i></p>	5%

15	Students are able to conceptualize and design plans at the Senior High School (SMA) and Vocational High School (SMK) levels	students are able to describe planning at the Senior High School (SMA) and Vocational High School (SMK) levels	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Group discussion, Q&A and reinforcement 2 X 50		<p>Material: material 15 Reference: <i>Journal of the International Society for Educational Planning (ISEP). 2007. Educational Planning. Vol.16 No.1, in [http://www.cae.org/...]</i></p>	10%
16	Students are able to describe and reflect on comprehensive educational planning applications	Students are able to summarize concepts and empirical data related to educational planning clearly and in detail	<p>Criteria: Paper: a) Conformity of the paper to the rules for writing scientific papers. b) The content of the paper includes the clarity of ideas and relevance to the topic and problem. c) References referred to (number and year of reference). Draft RKS/M: a) Conformity of the draft RKS/M with the flow and mechanism for preparing the RKS/M. b) Conformity of RKS/M with EDS. c) Complexity and completeness of components in the RKS/MPerformance design and Participation in Presentations: a) Mastery of presentation material. b) Language Quality. c) Ability to answer. d) Active in asking, answering and providing input to the group</p> <p>Form of Assessment : Test</p>	Expository Learning Strategy; Combined Lecture & Discussion Learning Methods 2 X 50		<p>Material: All Library Material: <i>Government Regulation No. 48 of 2013. Concerning Education Funding.</i></p>	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	22.5%
2.	Project Results Assessment / Product Assessment	67.5%
3.	Practice / Performance	5%
4.	Test	5%
		100%

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.