



**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
Financial management	8620403055	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	May 2, 2022
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
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<b>Learning model</b>	<b>Project Based Learning</b>
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**Program Learning Outcomes (PLO)** PLO study program that is charged to the course

<b>PLO-5</b>	Able to master the concepts, structure and scientific material of educational management at the managerial and technical levels in educational institutions
<b>PLO-6</b>	Able to master educational management functions at strategic, tactical and operational levels
<b>PLO-11</b>	Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics

**Program Objectives (PO)**

<b>PO - 1</b>	Utilize learning resources and information technology to apply financial management expertise and solve financial management problems at school.
<b>PO - 2</b>	Mastering theoretical concepts regarding the meaning and scope of financial management in the provision of education, starting from aspects of budget planning, implementation and accountability to controlling or supervising the implementation of the education budget so that it is able to apply it according to the needs of the educational organization.
<b>PO - 3</b>	Able to make appropriate decisions regarding the management of education funds in education delivery units based on the results of analysis and study by providing various solutions
<b>PO - 4</b>	Responsible for self and group learning in financial management learning and relevant contexts.
<b>PO - 5</b>	Utilize learning resources and information technology in applying analytical and problem solving skills based on the concepts of information systems, entrepreneurship and the substance of educational management.
<b>PO - 6</b>	Master the theory/concept of Financial Management in depth and be able to apply it according to educational needs
<b>PO - 7</b>	Make the right decisions based on organizing, analyzing and processing data, and being able to provide guidance in choosing various alternative solutions independently and in groups.
<b>PO - 8</b>	Responsible for self-learning performance, agreement with group colleagues by applying relevant studies in the field of Financial Management

**PLO-PO Matrix**

	<table border="1"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-6</th> <th>PLO-11</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-5</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-6</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-7</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-8</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	P.O	PLO-5	PLO-6	PLO-11	PO-1	✓			PO-2	✓	✓		PO-3		✓		PO-4		✓	✓	PO-5		✓	✓	PO-6		✓	✓	PO-7			✓	PO-8		✓	✓
P.O	PLO-5	PLO-6	PLO-11																																		
PO-1	✓																																				
PO-2	✓	✓																																			
PO-3		✓																																			
PO-4		✓	✓																																		
PO-5		✓	✓																																		
PO-6		✓	✓																																		
PO-7			✓																																		
PO-8		✓	✓																																		

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

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1	Students understand lecture contracts and brainstorm about financial management concepts	<p>1.Understand the lecture contract</p> <p>2.Get to know the concept of financial management</p>	<p><b>Criteria:</b></p> <p>Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept ; the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Expository 2 X 50		<p><b>Material:</b> Material 1</p> <p><b>References:</b> <i>Latchanna, G., and Hussein, JO 2007. Economics of Education. New Delhi: Discovery Publishing House.</i></p>	5%
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2	Students understand the basic concepts of educational financial management.	<ol style="list-style-type: none"> <li>1. Understanding the basic concepts of educational financial management.</li> <li>2. Understand the function of budgeting in education finance</li> <li>3. Understand the function of accounting in educational finance</li> <li>4. Understand the function of auditing in education finance</li> </ol>	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept ; the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  Material 2  <b>Reference:</b>  <i>Fattah, N. 2004. Economics and Education Financing. Bandung: PT. Rosdakarya Teenager.</i></p>	5%
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3	Students are able to explain the concept of education financing in the era of regional autonomy	Understand the concept of education financing in the era of regional autonomy	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  Material 3  <b>References:</b>  <i>Latchanna, G., and Hussein, JO 2007. Economics of Education. New Delhi: Discovery Publishing House.</i></p>	5%
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4	Students are able to explain the types and sources of educational financing	Explain the types and sources of education financing	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  material 4  <b>References:</b>  <i>Fattah, N. 2004. The concept of school-based management (MBS) and school boards. Bandung: Library of the Quraysh.</i></p>	5%
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5	<p>Students are able to understand the implementation of BOS in educational units: Permendikbud number 8 of 2020 concerning technical instructions for regular BOS and Permendikbud number 19 of 2020 concerning amendments to Permendikbud 8 of 2020 concerning technical instructions for regular BOS during the Covid era</p>	<p>Understanding the Implementation of BOS in educational units: Minister of Education and Culture Regulation number 8 of 2020 concerning technical instructions for regular BOS and Minister of Education and Culture Regulation number 19 of 2020 concerning amendments to Minister of Education and Culture Regulation 8 of 2020 concerning technical instructions for regular BOS during the Covid era</p>	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	<p>Contextual Teaching Learning  2 X 50</p>		<p><b>Material:</b>  material 5  <b>Reference:</b>  Danumihardja, M.. 2004. <i>School Financial Management. Study of Financial Management in First Level Secondary Schools in the Implementation of Regional Autonomy.</i> Jakarta: Uhamka Press Publishers.</p>	5%
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6	Students are able to identify the components of BOS financing and forms of adjustment during the Covid era	Explaining the components of BOS financing and forms of adjustments during the Covid era	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept ; the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Portfolio Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  material 6  <b>Reference:</b>  <i>Wijaya, D. 2017. Financial Management Concept and Application. Jakarta: PT Grasindo.</i></p>	5%
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7	Students are able to identify types of taxes in financial management	understand the types of taxes in educational financial management	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Portfolio Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  material 7  <b>References:</b>  Hadi, R. 2011. <i>Financial Management: Concepts, Theory and Practice in Schools and Islamic Boarding Schools</i>. Purwokerto: STAIN Press Purwokerto</p>	5%
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8	Students are able to work on questions in the Mid-Semester Examination (UTS)	All questions in the Mid-Term Examination (UTS) can be answered correctly	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, presentation media does not meet the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Project Results  Assessment / Product  Assessment,  Portfolio Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  Material 1-7  <b>References:</b>  <i>Rahmanto, S. 2019. School Financing Management. Lampung: CV Gre Publishing.</i></p>	15%
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9	Students are skilled in operating the BOS fund management application (installation stage and introduction to components in the application)	<ol style="list-style-type: none"> <li>1. Skilled in identifying school RKAS</li> <li>2. get to know the contents in the application</li> <li>3. determine examples of activity that correspond to 8 SNPs</li> </ol>	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  Material 9  <b>References:</b>  Hadi, R. 2011. <i>Financial Management: Concepts, Theory and Practice in Schools and Islamic Boarding Schools</i>. Purwokerto: STAIN Press Purwokerto</p>	5%
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10	Students are skilled in operating the BOS fund management application (inputting school data and school programs)	<ol style="list-style-type: none"> <li>1. Skilled in identifying school RKAS</li> <li>2. get to know the contents in the application</li> <li>3. determine examples of activity that correspond to 8 SNPs</li> </ol>	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  material 10  <b>References:</b>  Wijaya, D. 2017. <i>Financial Management Concepts and Application</i>. Jakarta: PT Grasindo.</p>	5%
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11	Students are skilled in operating the BOS fund management application (inputting school activity programs based on 8 SNPs)	<ol style="list-style-type: none"> <li>1. Skilled in identifying school RKAS</li> <li>2. get to know the contents in the application</li> <li>3. determine examples of activity that correspond to 8 SNPs</li> </ol>	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50	<p><b>Material:</b>  material 11  <b>References:</b>  Hadi, R. 2011. <i>Financial Management: Concepts, Theory and Practice in Schools and Islamic Boarding Schools</i>. Purwokerto: STAIN Press Purwokerto</p>	5%
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12	Students are skilled in operating the BOS fund management application (printing BOS reports for K1 to K6)	<ol style="list-style-type: none"> <li>1. Skilled in identifying school RKAS</li> <li>2. get to know the contents in the application</li> <li>3. determine examples of activity that correspond to 8 SNPs</li> </ol>	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  material 12  <b>References:</b>  <i>Nasehatun, Apandi. 1999. Budget &amp; Control Integrated Planning and Control System: Concept and Application. Jakarta: PT Gramedia Widiasarana Indonesia.</i></p>	5%
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13	Students are able to analyze Break Event Points (BEP) in managing school business units	Break Event Point (BEP) analysis in managing school business units	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  material 13  <b>Reference:</b>  <i>Rahmanto, S. 2019. School Financing Management. Lampung: CV Gre Publishing.</i></p>	5%
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14	Students are able to explain about Auditing	<p>1.Explaining Auditing</p> <p>2.identify types of auditing activities</p>	<p><b>Criteria:</b>  Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept ; the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b>  material 14</p> <p><b>Reference:</b>  <i>Rahmanto, S. 2019. School Financing Management. Lampung: CV Gre Publishing.</i></p>	5%
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15	Students master the SBM concept in supporting educational financial management	The MBS concept in supporting educational financial management	<p><b>Criteria:</b> Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, no able to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Contextual Teaching Learning 2 X 50		<p><b>Material:</b> material 15 <b>References:</b> <i>Rahmanto, S. 2019. School Financing Management. Lampung: CV Gre Publishing.</i></p>	5%
16	Final Assignment Submission	Individual activity and participation in the learning process and assignments	<p><b>Criteria:</b> Individual activity and participation in the learning process and assignments</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Offline 2 x 50		<p><b>Material:</b> Material 1-16 <b>Reference:</b> <i>Rahmanto, S. 2019. School Financing Management. Lampung: CV Gre Publishing.</i></p>	15%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	30%
		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.