



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
Integrated Quality Management	8620402061	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	January 5, 2024
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator				
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Learning model	Case Studies
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Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-5	Able to master the concepts, structure and scientific material of educational management at the managerial and technical levels in educational institutions
PLO-8	Able to apply and utilize research in the field of education management independently or in groups to provide alternative solutions to problems in the field of education management

Program Objectives (PO)

PO - 1	Utilizing 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
PO - 2	Master the theory/concept of integrated quality management in depth and be able to apply it according to needs in the educational field
PO - 3	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
PO - 4	Responsible for self-learning performance, agreement with group colleagues by applying relevant studies in the field of integrated quality management

PLO-PO Matrix

P.O	PLO-5	PLO-8
PO-1	✓	
PO-2	✓	
PO-3		✓
PO-4		✓

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

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1								✓								
PO-2	✓	✓	✓	✓					✓							
PO-3					✓	✓				✓	✓	✓	✓	✓	✓	
PO-4								✓								✓

Short Course Description The Integrated Quality Management (MMT) course equips students to be able to study the basic concepts of integrated quality management (total quality management) along with the principles and basic tools/tools of integrated quality management, as well as quality assurance, which includes: (a) basic concepts quality assurance: (b) quality assurance system in education, which includes: (1) education quality standards; (2) external quality assurance system: accreditation; Malcolm Baldrige Models; and ISO 9001; International Organization for Standardization = ISO); (3) internal quality assurance system; Continuous performance improvement by using the approach, quality control circle/GKM (quality control circle), benchmarking, implementation of integrated quality management in the education sector, school-based quality improvement management, problems related to integrated quality management in the education sector and finding alternative solutions. . Lectures are carried out by emphasizing 6C activities (Creativity, Collaboration, Communication, Compassion, Critical Thinking, Computational Logic) which are manifested in presentation activities, independent assignments in the form of analysis of indexed reputable journal articles, and group assignments in the form of observations using ICT.

References **Main :**

1. Sallis, Edward. 2002. Total Quality Management in Education. 3rd Eds. Roudledge
2. Arbangi, dkk. 2016. Manajemen Mutu Pendidikan. Jakarta: Kencana.
3. Arcaro, Jerome S. 2007. Pendidikan Berbasis Mutu: Prinsip-Prinsip Perumusan DanTata Langkah Penerapan. Terjemah Yosai Iriantara Yogyakarta: Pustaka Pelajar.
4. Burnham, J.W. 1997. Managing Quality in School . Great Britain: Pearson Education.
5. Dawson, P. Dan Palmer, G. 1995. Quality Management: The Theory and Practice of Implementing Change . Melbourne: Longman.
6. Direktorat Jenderal Pendidikan Tinggi. t.t. Sistem Penjaminan Mutu Penelitian Perguruan Tinggi (SPMPPT). Jakarta: Kementerian Pendidikan Nasional.
7. Donaldson, G. 2006. Quality Management in Education: Self Evaluation for Quality Improvement . New York: Astron, Inc.
8. Faure, Lesley Munro & Faure, Malcolm Munro. 1992. Implementing Total Quality Management . London: Pitman Publishing
9. Gaspersz, Vincent. 2012. Three-in-one: ISO 9001, ISO 14001, OHSAS 18001. Bogor: Vinchristo Publication
10. Gaspersz, Vincent. 2005. Total Quality Management. PT Gramedia Pustaka Utama. Jakarta.
11. Ghafur, A. Hanief Saha. 2010. Manajemen Penjaminan Mutu Perguruan Tinggi di Indonesia: Suatu Analisis Kebijakan. Jakarta: PT Bumi Aksara.
12. Juharni. 2017. Manajemen Mutu Terpadu. Makassar: CV Sah Media
13. Juran, JM., & Godfrey, AB., 1999. Juran's Quality Handbook. 5th Eds. McGraw-Hill
14. Juran, J. M. 1998. Quality Planning and Analysis. Singapore: McGraw-Hill International Editions.
15. Juran, Joseph M, Deming W. Edwards, Philip B. Crosby, and., 1998. "Quality Definition", America.
16. Kiran. 2017. Total Quality Management: Key Concepts and Case Studies . Amsterdam: BS Publications.
17. Mahmud, Marzuki. 2012. Manajemen Mutu Perguruan Tinggi. Jakarta: PT RajaGrafindo Persada.
18. Nasution, M.N. 2001. Manajemen Mutu Terpadu (Total Quality Management). Jakarta: Ghalia Indonesia.
19. Prihantoro, C. Rudy. 2012. Konsep Pengendalian Mutu. Bandung: PT Remaja Rosdakarya.
20. Ross, J.E. 1995. Total Quality Management: Text, Cases and Reading (2nd ed.). Singapore: S.S Mubarak & Brothers Pte Ltd.
21. Artikel dalam jurnal bereputasi yang relevan dengan substansi materi perkuliahan.

Supporters:

Supporting lecturer Prof. Dr. H. Murtadlo, M.Pd.
Dr. Mufarrihul Hazin, S.Pd.I., 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 are able to understand the basic concepts and principles of integrated quality management	1. Students are able to: Explain the basic concepts of management 2. explain the basic concepts of integrated quality management comprehensively 3. Describes the principles of integrated quality management comprehensively	Criteria: 1. Smooth communication using good and correct language 2. Systematic delivery according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting when delivering material Form of Assessment : Participatory Activities	Lectures, discussions and Case Study 2 X 50		Material: Basic concepts and principles of integrated quality management References: Sallis, Edward. 2002. Total Quality Management in Education. 3rd Eds. Roudledge Material: Basic concepts and principles of integrated quality management Reference: Arbangi, et al. 2016. Education Quality Management. Jakarta: Kencana.	5%

2	Students are able to understand the basic tools/tools of MMT and guarantee the quality of education	<ol style="list-style-type: none"> 1. Students are able to: Describe the main tools/tools of integrated quality management comprehensively 2. Explain the scope of holistic education quality assurance 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Smooth communication using good and correct language 2. Systematic delivery according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting when delivering material <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and Case Study 2 X 50		<p>Material: Scope of holistic education quality assurance Reference: <i>Arcaro, Jerome S. 2007. Quality Based Education: Principles for Formulation and Procedures for Implementation. Translated by Yosai Iriantara Yogyakarta: Student Library.</i></p> <hr/> <p>Material: The scope of holistic education quality assurance. Reference: <i>Burnham, JW 1997. Managing Quality in School. Great Britain: Pearson Education.</i></p>	5%
3	Students are able to understand education quality standards and evaluate quality standards through benchmarking.	<ol style="list-style-type: none"> 1. Students are able to: Demonstrate and explain educational quality standards holistically 2. Demonstrate and describe the stages and steps for evaluating quality standards through comprehensive benchmarking 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Smooth communication using good and correct language 2. Systematic delivery according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting when delivering material <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and Case Study 2 X 50		<p>Material: Stages and steps for evaluating quality standards through benchmarking. Reference: <i>Dawson, P. And Palmer, G. 1995. Quality Management: The Theory and Practice of Implementing Change. Melbourne: Longman.</i></p> <hr/> <p>Material: Stages and steps for evaluating quality standards through benchmarking. Reference: <i>Directorate General of Higher Education. tt Higher Education Research Quality Assurance System (SPMPPT). Jakarta: Ministry of National Education.</i></p>	5%

4	Students are able to understand the external quality assurance system through accreditation	<ol style="list-style-type: none"> 1. Students are able to: Demonstrate and describe the scope of the external quality assurance system 2. Demonstrate and explain the accreditation system in educational institutions holistically 3. Explain the importance of accreditation in educational institutions rationally 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Smooth communication using good and correct language 2. Systematic delivery according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting when delivering material <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and Case Study 2 X 50	<p>Material: External quality assurance system through accreditation</p> <p>Reference: <i>Directorate General of Higher Education. tt Higher Education Research Quality Assurance System (SPMPPT). Jakarta: Ministry of National Education.</i></p> <hr/> <p>Material: External quality assurance system through accreditation</p> <p>Reference: <i>Donaldson, G. 2006. Quality Management in Education: Self Evaluation for Quality Improvement. New York: Astron, Inc.</i></p>	5%
5	Students are able to understand the external quality assurance system through the Malcolm Baldrige Model	<ol style="list-style-type: none"> 1. Students are able to: Demonstrate and explain the concept of the Malcolm Baldrige Model comprehensively 2. Describes the stages of implementing quality assurance using the Malcolm Baldrige Model in educational institutions holistically 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Smooth communication using good and correct language 2. Systematic delivery according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting when delivering material <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and Case Study 2 X 50	<p>Material: Quality assurance using the Malcolm Baldrige Model in holistic educational institutions.</p> <p>Reference: <i>Faure, Lesley Munro & Faure, Malcolm Munro. 1992. Implementing Total Quality Management. London: Pitman Publishing</i></p> <hr/> <p>Material: Quality assurance using the Malcolm Baldrige Model in holistic educational institutions.</p> <p>Reference: <i>Donaldson, G. 2006. Quality Management in Education: Self Evaluation for Quality Improvement. New York: Astron, Inc.</i></p>	5%

6	Students are able to understand the external quality assurance system through ISO 9001	<ol style="list-style-type: none"> 1. Students are able to: Demonstrate and explain the scope of ISO 9001 comprehensively 2. Describes the stages of implementing ISO 9001 in educational institutions holistically 3. Explain the importance of ISO 9001 rationally 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Smooth communication using good and correct language 2. Systematic delivery according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting when delivering material 6. Mastery of the material presented 7. Systematic presentation 8. Language use 9. Accuracy of intonation and clarity of articulation 10. Ability to use presentation media 11. Ability to defend and respond to questions or objections <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions and Case Study 2 X 50		<p>Material: Scope of ISO 9001</p> <p>References: <i>Gaspersz, Vincent. 2012. Three-in-one: ISO 9001, ISO 14001, OHSAS 18001. Bogor: Vinchristo Publication</i></p> <hr/> <p>Material: Scope of ISO 9001</p> <p>References: <i>Gaspersz, Vincent. 2005. Total Quality Management. PT Gramedia Pustaka Utama. Jakarta.</i></p>	5%
7	Students are able to understand the internal quality assurance system and quality control group	<ol style="list-style-type: none"> 1. Students are able to: Demonstrate and explain the concept of a comprehensive internal quality assurance system 2. Explain the role and function of the quality control group in educational institutions comprehensively 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Smooth communication using good and correct language 2. Systematic delivery according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting when delivering material <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and Case Study 2 X 50		<p>Material: The role and function of the quality control group in educational institutions.</p> <p>Reference: <i>Ghafur, A. Hanief Saha. 2010. Quality Assurance Management in Higher Education in Indonesia: A Policy Analysis. Jakarta: PT Bumi Aksara.</i></p> <hr/> <p>Material: Role and function of the quality control group in educational institutions</p> <p>Reference: <i>Juharni. 2017. Integrated Quality Management. Makassar: CV Sah Media</i></p>	5%

8	Able to master the concept of Integrated Quality Management conceptually and contextually	<ol style="list-style-type: none"> 1. Students are able to: Understand the basic concepts and principles of integrated quality management 2. Understand the basic tools/tools of MMT and education quality assurance 3. Understanding education quality standards and evaluating quality standards through benchmarking 4. Understand the external quality assurance system through accreditation 5. Understanding the external quality assurance system through the Malcolm Baldrige Model 6. Understand the external quality assurance system through ISO 9001 7. Understand the internal quality assurance system and quality control group 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Mastery of the material presented 2. Systematic presentation 3. Language use 4. Accuracy of intonation and clarity of articulation 5. Ability to use presentation media 6. Ability to defend and respond to questions or objections 7. Article Title 8. Article Introduction 9. Article Method 10. Results and analysis of observational data (complete, precise and informative) Article 11. Article Discussion 12. Article Conclusion 13. Bibliography of Articles 14. Language in Articles <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Paper test 2 X 50		<p>Material: Concept of Integrated Quality Management conceptually and contextually</p> <p>Reference: <i>Arbangi, et al. 2016. Education Quality Management. Jakarta: Kencana.</i></p>	15%
9	Students are able to understand the eight steps of tool objectives (DELTA) in improving performance	<ol style="list-style-type: none"> 1. Students are able to: Demonstrate and describe the definition of the eight-step tool objective (DELTA) holistically 2. Explain the importance of the eight steps of objective tools (DELTA) in improving performance in educational institutions rationally 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Mastery of the material presented 2. Systematic presentation 3. Language use 4. Accuracy of intonation and clarity of articulation 5. Ability to use presentation media 6. Ability to defend and respond to questions or objections 7. Article Title 8. Article Introduction 9. Article Method 10. Results and analysis of observational data (complete, precise and informative) Article 11. Article Discussion 12. Article Conclusion 13. Bibliography of Articles 14. Language in Articles <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, discussions and Case Study 2 X 50		<p>Material: Eight step objective tools (DELTA) in improving performance in educational institutions</p> <p>Reference: <i>Juran, JM., & Godfrey, AB., 1999. Juran's Quality Handbook. 5th Eds. McGraw-Hill</i></p>	5%

10	Students are able to understand the implementation of integrated quality management in the field of education	<ol style="list-style-type: none"> Students are able to: Demonstrate and explain the implementation of integrated quality management in educational institutions in a comprehensive manner Identify and describe the supporting factors for implementing integrated quality management in educational institutions holistically Identify and describe the factors inhibiting the implementation of integrated quality management in educational institutions holistically Identify efforts that can be made to improve the implementation of quality management in educational institutions rationally 	<p>Criteria:</p> <ol style="list-style-type: none"> Smooth communication using good and correct language Systematic delivery according to the material presented Courage in expressing opinions and ideas in the material Enthusiasm in conveying and listening in delivering material Appearance or attitude in presenting when delivering material Article Title Article Introduction Article Method Results and analysis of observational data (complete, precise and informative) Article Article Discussion Article Conclusion Bibliography of Articles Language in Articles <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions and Case Study 2 X 50		<p>Material: Implementation of integrated quality management in educational institutions Reference: <i>Juran, JM 1998. Quality Planning and Analysis. Singapore: McGraw-Hill International Editions.</i></p> <hr/> <p>Material: Implementation of integrated quality management in educational institutions References: <i>Juran, Joseph M, Deming W. Edwards, Philip B. Crosby, and., 1998. "Quality Definition", America.</i></p>	5%
11	Students are able to apply the concepts and principles of integrated quality management through school-based quality improvement management	<ol style="list-style-type: none"> Students are able to: Explain the basic concepts of school-based quality improvement management comprehensively Demonstrate and explain the application of integrated quality management concepts through comprehensive school-based quality improvement management Comprehensively describes the principles of integrated quality management in educational institutions 	<p>Criteria:</p> <ol style="list-style-type: none"> Smooth communication using good and correct language Systematic delivery according to the material presented Courage in expressing opinions and ideas in the material Enthusiasm in conveying and listening in delivering material Appearance or attitude in presenting when delivering material Article Title Article Introduction Article Method Results and analysis of observational data (complete, precise and informative) Article Article Discussion Article Conclusion Bibliography of Articles Language in Articles <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions and Case Study 2 X 50		<p>Material: Basic concepts of school-based quality improvement management Reference: <i>Kiran. 2017. Total Quality Management: Key Concepts and Case Studies. Amsterdam: BS Publications.</i></p>	5%

12	Students are able to carry out observations using ICT in groups	<ol style="list-style-type: none"> 1. Students are able to: Determine the object of observation in the form of a school website (PAUD, SD, SMP, SMA, SMK, PT) by utilizing ICT 2. Identifying school strategies in demonstrating school excellence through an integrated quality management perspective 3. Presenting the results of observations in groups 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Smooth communication using good and correct language 2. Systematic delivery according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting when delivering material 6. Article Title 7. Article Introduction 8. Article Method 9. Results and analysis of observational data (complete, precise and informative) Article 10. Article Discussion 11. Article Conclusion 12. Bibliography of Articles 13. Language in Articles <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions and Case Study 2 X 50		<p>Material: Identifying strategies for schools and educational institutions in demonstrating school excellence through an integrated quality management perspective.</p> <p>Reader: <i>Mahmud, Marzuki. 2012. Quality Management in Higher Education. Jakarta: PT RajaGrafindo Persada.</i></p>	5%
13	Students are able to analyze journal articles from an integrated quality management perspective individually	<ol style="list-style-type: none"> 1. Students are able to: Analyze the content of MMT topic articles for the last 5 years and indexed by Sinta 2 2. Analyzing the content of MMT topic articles for the last 5 years and indexed by Sinta 1 3. Analyzing the content of MMT topic articles for the last 5 years and indexed by Scopus 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Smooth communication using good and correct language 2. Systematic delivery according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting when delivering material <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and Case Study 2 X 50		<p>Material: Analyzing article content</p> <p>References: <i>Nasution, MN 2001. Integrated Quality Management (Total Quality Management). Jakarta: Ghalia Indonesia.</i></p> <p>Material: Analyzing article content.</p> <p>Library: <i>Articles in reputable journals that are relevant to the substance of the lecture material.</i></p>	5%

14	Students are able to analyze journal articles from an integrated quality management perspective individually	<ol style="list-style-type: none"> 1. Students are able to: Analyze the content of MMT topic articles for the last 5 years and indexed by Sinta 2 2. Analyzing the content of MMT topic articles for the last 5 years and indexed by Sinta 1 3. Analyzing the content of MMT topic articles for the last 5 years and indexed by Scopus 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Article Title 2. Article Introduction 3. Article Method 4. Results and analysis of observational data (complete, precise and informative) Article 5. Article Discussion 6. Article Conclusion 7. Bibliography of Articles 8. Language in Articles <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and Case Study 2 X 50		<p>Material: Analyzing articles content</p> <p>References: <i>Prihantoro, C. Rudy. 2012. Quality Control Concept. Bandung: PT Teen Rosdakarya.</i></p> <hr/> <p>Material: Analyzing article content.</p> <p>Library: <i>Articles in reputable journals that are relevant to the substance of the lecture material.</i></p>	5%
15	Students are able to understand all the Integrated Quality Management lecture material	<ol style="list-style-type: none"> 1. Students are able to: Clarify the basic concepts and principles of integrated quality management 2. Clarify the main tools/tools of MMT and guarantee the quality of education 3. Clarify education quality standards and evaluate quality standards through benchmarking 4. Clarify the external quality assurance system through accreditation 5. Clarifying the external quality assurance system through the Malcolm Baldrige Model 6. Clarifying the external quality assurance system through ISO 9001 7. Clarify the internal quality assurance system and quality control group 8. Clarify the eight steps of the seven tools (DELTA) in improving performance 9. Clarify the implementation of integrated quality management in the education sector 10. Clarify the application of integrated quality management concepts and principles through school-based quality improvement management 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Mastery of the material presented 2. Systematic presentation 3. Language use 4. Accuracy of intonation and clarity of articulation 5. Ability to use presentation media 6. Ability to defend and respond to questions or objections 7. Article Title 8. Article Introduction 9. Article Method 10. Results and analysis of observational data (complete, precise and informative) Article 11. Article Discussion 12. Bibliography of Articles 13. Language in Articles <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, discussions and Case Study 2 X 50		<p>Material: Analyzing the content of the article</p> <p>References: <i>Ross, JE 1995. Total Quality Management: Text, Cases and Reading (2nd ed.). Singapore: SS Mubarak & Brothers Pte Ltd.</i></p> <hr/> <p>Material: Analyzing article content.</p> <p>Library: <i>Articles in reputable journals that are relevant to the substance of the lecture material.</i></p>	5%

16	Able to master the concept of Integrated Quality Management conceptually, contextually and comprehensively in UAS	Students are able to complete the UAS independently, honestly and responsibly	Criteria: 1.Article Title 2.Article Introduction 3.Article Method 4.Results and analysis of observational data (complete, precise and informative) Article 5.Article Discussion 6.Article Conclusion 7.Bibliography of Articles 8.Language in Articles Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Paper test 2 X 50		Material: Analyzing article content. Library: Articles in reputable journals that are relevant to the substance of the lecture material. Material: Publish Library Articles: Articles in reputable journals that are relevant to the substance of the lecture material.	15%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	30%
3.	Practice / Performance	20%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.