



**Universitas Negeri Surabaya
Faculty of Education
Undergraduate Guidance and Counseling Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Measuring Instruments	8620102113		T=2	P=0	ECTS=3.18	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Ari Khusumadewi, S.Pd, M.Pd	Dr. Denok Setiawati, M.Pd., Kons	Dr. Evi Winingsih, S.Pd., M.Pd.

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

PLO-7 Mastering the concepts and practices of guidance and counseling in various contexts and problems

PLO-9 Able to design, implement and utilize the results of needs assessments for guidance and counseling services

Program Objectives (PO)

PO - 1 Compile a scientific description of the results of the study above in the form of a thesis or final assignment report, and upload it to the university website.

PO - 2 Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/her responsibility

PO - 3 Able to develop plagiarism-free measuring tools

PO - 4 Designing psychological measuring instruments based on student needs

PLO-PO Matrix

P.O	PLO-7	PLO-9
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 This course examines the meaning of psychological measurement and the form of psychological measurement instruments, measurement areas and measurement area confirmation exercises, item writing formats and response formats, scaling and determining scores, item analysis and selection procedures, item reliability procedures, item validity procedures, interpretation procedures . Lectures are carried out using the project based learning method with psychological scale instrument tests.

References Main :

1	Understand the meaning of psychological measurement and the forms of psychological measurement instruments	<ol style="list-style-type: none"> 1. Students are able to understand lecture regulations 2. Students are able to understand the meaning of psychological measurements 3. Students are able to understand the development of psychological measurement efforts 4. Students are able to understand the area of psychological measurement and the steps of psychological measurement 5. Students are able to find and provide several examples of psychological measurement instruments 	<p>Criteria: Tests and Quizzes</p> <p>Form of Assessment : Participatory Activities</p>	Discussion 2 X 50	Discussion 2 X 50	<p>Material: Psychological Testing</p> <p>Literature: <i>Anastasi, Anne. 1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: Achievement Test</p> <p>Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Psychological testing</p> <p>Reference: <i>Cronbach, LJ 1998. Psychological Testing. New Jersey: Prentice-Hall, Inc.</i></p> <hr/> <p>Material: Conducting Educational Research.</p> <p>Bibliography: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Development of Psychological Measuring Instruments</p> <p>References: <i>Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset</i></p>	2%
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2	Able to understand measuring areas and practice confirming measuring areas	<ol style="list-style-type: none"> 1.Understanding psychological Attributes as hypothetical constructs 2.Able to understand the dimensions of attributes and behavioral indicators 3.Able to create operational variables and definitions 4.Able to present a blue-print 5.Able to make grids 	<p>Criteria: Tests and Quizzes</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>PBL</p> <ul style="list-style-type: none"> • Presenting material • Asking & answering questions • Conducting class discussions • Practice creating variables and operational definitions, creating grids and presenting blue-prints <p>2 X 50</p>	<p>PBL</p> <p>2 X 50</p>	<p>Material: Psychological Testing</p> <p>Literature: <i>Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: Achievement Test</p> <p>Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Psychological testing</p> <p>Reference: <i>Cronbach, LJ 1998. Psychological Testing. New Jersey: Prentice-Hall, Inc.</i></p> <hr/> <p>Material: Conducting Educational Research.</p> <p>Bibliography: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Development of Psychological Measuring Instruments</p> <p>References: <i>Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset</i></p> <hr/> <p>Material: Psychological Testing</p> <p>Literature: <i>Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p>	3%
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3	Able to understand measuring areas and practice confirming measuring areas	<ol style="list-style-type: none"> 1.Understanding psychological Attributes as hypothetical constructs 2.Able to understand the dimensions of attributes and behavioral indicators 3.Able to create operational variables and definitions 4.Able to present a blue-print 5.Able to make grids 	<p>Criteria: Tests and Quizzes</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>PBL</p> <ul style="list-style-type: none"> • Presenting material • Asking & answering questions • Conducting class discussions • Practice creating variables and operational definitions, creating grids and presenting blue-prints <p>2 X 50</p>	<p>PBL</p> <p>2 X 50</p>	<p>Material: Psychological Testing</p> <p>Literature: <i>Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: Achievement Test</p> <p>Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Psychological testing</p> <p>Reference: <i>Cronbach, LJ 1998. Psychological Testing. New Jersey: Prentice-Hall, Inc.</i></p> <hr/> <p>Material: Conducting Educational Research.</p> <p>Bibliography: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Development of Psychological Measuring Instruments</p> <p>References: <i>Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset</i></p> <hr/> <p>Material: Psychological Testing</p> <p>Literature: <i>Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p>	3%
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4	Able to understand measuring areas and practice confirming measuring areas	<ol style="list-style-type: none"> 1. Able to understand the format for writing items and responses 2. Able to create examples of item writing formats in various forms 3. Able to create examples of response writing formats in various forms 	<p>Criteria: Tests and Quizzes</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Lectures and questions and answers</p> <ul style="list-style-type: none"> • Explaining the contents of the paper • Asking & answering questions • Conducting class discussions • Practice creating formats for writing items and responses 	<p>Lectures and questions and answers 2 X 50</p>	<p>Material: Psychological Testing Literature: <i>Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: Achievement Test Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Conducting Educational Research Library: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Development of Measuring Tools Literature: <i>Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset</i></p>	3%
5	Able to understand measuring areas and practice confirming measuring areas	<ol style="list-style-type: none"> 1. Able to understand the format for writing items and responses 2. Able to create examples of item writing formats in various forms 3. Able to create examples of response writing formats in various forms 	<p>Criteria: Tests and Quizzes</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Lectures and questions and answers</p> <ul style="list-style-type: none"> • Explaining the contents of the paper • Asking & answering questions • Conducting class discussions • Practice creating formats for writing items and responses 	<p>Lectures and questions and answers 2 X 50</p>	<p>Material: Psychological Testing Literature: <i>Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: Achievement Test Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Conducting Educational Research Library: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Development of Measuring Tools Literature: <i>Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset</i></p>	3%

6	Understand scaling and scoring	<ol style="list-style-type: none"> 1. Understand scaling and scoring 2. Able to understand stimulus scaling 3. Able to understand response scaling 4. Able to make score scaling 	<p>Criteria: Tests and Quizzes</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lectures and questions and answers</p> <ul style="list-style-type: none"> • Explaining the contents of the paper • Asking & answering questions • Conducting class discussions • Practice scoring on a 2 X 50 scale 	<p>Lectures and questions and answers 2 X 50</p>	<p>Material: Psychological Testing Literature: <i>Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: Achievement Test Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Conducting Library Research: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Development of Measuring Tools Literature: <i>Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset</i></p>	4%
7	Understand scaling and scoring	<ol style="list-style-type: none"> 1. Understand scaling and scoring 2. Able to understand stimulus scaling 3. Able to understand response scaling 4. Able to make score scaling 	<p>Criteria: Tests and Quizzes</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lectures and questions and answers</p> <ul style="list-style-type: none"> • Explaining the contents of the paper • Asking & answering questions • Conducting class discussions • Practice scoring on a 2 X 50 scale 	<p>Lectures and questions and answers 2 X 50</p>	<p>Material: Psychological Testing Literature: <i>Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: Achievement Test Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Conducting Library Research: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Development of Measuring Tools Literature: <i>Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset</i></p>	4%

8	UTS	UTS	Criteria: TEST Form of Assessment : Project Results Assessment / Product Assessment, Test	UTS 2 X 50		Material: Psychological Testing Literature: Anastasi, Anne.1997. <i>Psychological Testing. New Jersey : Prentice Hall Inc.</i>	20%
9	Understand analysis and item selection procedures	1.Understand the item analysis procedure 2.Understand item testing procedures 3.Able to understand item parameters for psychological scales 4.Able to understand how to correct spurious overlap effects 5.Able to select items based on item-total correlation coefficient	Criteria: Criteria: Practice Assessment Rubric Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Lectures and questions and answers • Presenting papers • Asking & answering questions • Conducting class discussions • Practice analyzing items and testing items 2 X 50		Material: Psychological Testing Literature: Anastasi, Anne.1997. <i>Psychological Testing. New Jersey : Prentice Hall Inc.</i> <hr/> Material: Achievement Test Reader: Azwar, Saifudin. 2002. <i>Achievement Tests. Yogyakarta : Liberty.</i> <hr/> Material: Designing and Developing Social Research and Evaluation Instruments. References: Calton, D. & Covert, RW 2007. <i>Designing and Constructing Instruments for Social Research and Evaluation. San Francisco: John Wiley & Sons, Inc.</i> <hr/> Material: conducting educational research Bibliography: Tuckman. 1999. <i>Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i> <hr/> Material: Development of Measuring Tools Literature: Suryabrata, Sumadi. 2000. <i>Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset</i>	4%

10	Understand analysis and item selection procedures	<ol style="list-style-type: none"> 1. Understand the item analysis procedure 2. Understand item testing procedures 3. Able to understand item parameters for psychological scales 4. Able to understand how to correct spurious overlap effects 5. Able to select items based on item-total correlation coefficient 	<p>Criteria: Criteria: Practice Assessment Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Lectures and questions and answers</p> <ul style="list-style-type: none"> • Presenting papers • Asking & answering questions • Conducting class discussions • Practice analyzing items and testing items <p>2 X 50</p>		<p>Material: Psychological Testing Literature: <i>Anastasi, Anne. 1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: Achievement Test Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Designing and Developing Social Research and Evaluation Instruments. References: <i>Calton, D. & Covert, RW 2007. Designing and Constructing Instruments for Social Research and Evaluation. San Francisco: John Wiley & Sons, Inc.</i></p> <hr/> <p>Material: conducting educational research Bibliography: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Development of Measuring Tools Literature: <i>Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset</i></p>	4%
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11	understand item validity procedures	<ol style="list-style-type: none"> 1. Able to understand item validity procedures 2. Able to understand multitrait-multimethod validation 3. Able to understand congruent validation 4. Able to interpret the validity coefficient 	<p>Criteria: Tests and Quizzes</p> <p>Form of Assessment : Project Results Assessment, Portfolio Assessment</p>	<p>Lectures and questions and answers</p> <ul style="list-style-type: none"> • Presenting papers • Asking & answering questions • Conducting class discussions • Practice validating items 2 X 50 		<p>Material: Psychological Testing Literature: <i>Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: Achievement Test Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Conducting Educational Research Library: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Educational Evaluation and Measurement: Competencies for analysis and application References: <i>Gay, LR 1985. Educational Evaluation and Measurement: Competencies for analysis and application. New York: Bell and Howell company.</i></p> <hr/> <p>Material: Development of Measuring Tools Literature: <i>Muhid, A., Suhadiyanto, & Nurhidayat, D. 2015. Development of Psychological Measuring Tools. Surabaya: digilib.uinsby.ac.id</i></p>	4%
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12	understand item validity procedures	<ol style="list-style-type: none"> 1. Able to understand item validity procedures 2. Able to understand multitrait-multimethod validation 3. Able to understand congruent validation 4. Able to interpret the validity coefficient 	<p>Criteria: Tests and Quizzes</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Lectures and questions and answers</p> <ul style="list-style-type: none"> • Presenting papers • Asking & answering questions • Conducting class discussions • Practice validating items <p>2 X 50</p>		<p>Material: Psychological Testing Literature: <i>Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: Achievement Test Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Conducting Educational Research Library: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Educational Evaluation and Measurement: Competencies for analysis and application References: <i>Gay, LR 1985. Educational Evaluation and Measurement: Competencies for analysis and application. New York: Bell and Howell company.</i></p> <hr/> <p>Material: Development of Measuring Tools Literature: <i>Muhid, A., Suhadiyanto, & Nurhidayat, D. 2015. Development of Psychological Measuring Tools. Surabaya: digilib.uinsby.ac.id</i></p>	4%
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13	Understand item reliability procedures	<ol style="list-style-type: none"> 1. Understand item reliability procedures 2. Able to understand the test-retest approach 3. Able to understand the alpha reliability coefficient 4. Able to understand reliability computing with variance analysis 5. Able to understand the meaning of the reliability coefficient 	<p>Criteria: Tests and Quizzes</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Lectures and questions and answers</p> <ul style="list-style-type: none"> • Presenting papers • Asking & answering questions • Conducting class discussions • Practice determining the reliability coefficient of 2 X 50 items 		<p>Material: Psychological Testing Literature: <i>Anastasi, Anne. 1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: Achievement Test Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Conducting Educational Research Library: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Educational Evaluation and Measurement: Competencies for analysis and application References: <i>Gay, LR 1985. Educational Evaluation and Measurement: Competencies for analysis and application. New York: Bell and Howell company.</i></p> <hr/> <p>Material: Development of Measuring Tools Literature: <i>Muhid, A., Suhadiyanto, & Nurhidayat, D. 2015. Development of Psychological Measuring Tools. Surabaya: digilib.uinsby.ac.id</i></p>	4%
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14	Understand item reliability procedures	<ol style="list-style-type: none"> 1. Understand item reliability procedures 2. Able to understand the test-retest approach 3. Able to understand the alpha reliability coefficient 4. Able to understand reliability computing with variance analysis 5. Able to understand the meaning of the reliability coefficient 	<p>Criteria: Tests and Quizzes</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lectures and questions and answers</p> <ul style="list-style-type: none"> • Presenting papers • Asking & answering questions • Conducting class discussions • Practice determining the reliability coefficient of 2 X 50 items 		<p>Material: Psychological Testing Literature: <i>Anastasi, Anne. 1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: Achievement Test Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Conducting Educational Research Library: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Educational Evaluation and Measurement: Competencies for analysis and application References: <i>Gay, LR 1985. Educational Evaluation and Measurement: Competencies for analysis and application. New York: Bell and Howell company.</i></p> <hr/> <p>Material: Development of Measuring Tools Literature: <i>Muhid, A., Suhadiyanto, & Nurhidayat, D. 2015. Development of Psychological Measuring Tools. Surabaya: digilib.uinsby.ac.id</i></p>	4%
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15	Understand item reliability procedures	<ol style="list-style-type: none"> 1. Understand score interpretation procedures 2. Able to understand categorization based on the normal distribution model 3. Able to understand categorization based on the significance of differences 4. Able to understand non-level (nominal) categorization 5. Able to understand standard error considerations in measurements 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Criteria: Practice Assessment Rubric 2. Form: Product assessment <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lectures and questions and answers</p> <ul style="list-style-type: none"> • Presenting papers • Asking & answering questions • Conducting class discussions • Interpreting exercises 4 X 50 		<p>Material: Psychological Testing Literature: <i>Anastasi, Anne. 1997. Psychological Testing. New Jersey : Prentice Hall Inc.</i></p> <hr/> <p>Material: achievement test Reader: <i>Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty.</i></p> <hr/> <p>Material: Conducting Educational Research Library: <i>Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company.</i></p> <hr/> <p>Material: Educational Evaluation and Measurement: Competencies for analysis and application References: <i>Gay, LR 1985. Educational Evaluation and Measurement: Competencies for analysis and application. New York: Bell and Howell company.</i></p> <hr/> <p>Material: Development of Measuring Tools Literature: <i>Muhid, A., Suhadiyanto, & Nurhidayat, D. 2015. Development of Psychological Measuring Tools. Surabaya: digilib.uinsby.ac.id</i></p>	4%
16	UAS	UAS	<p>Criteria: TEST</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	UAS 2 X 50		<p>Material: Development of Measuring Tools Literature: <i>Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset</i></p>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	14.5%
2.	Project Results Assessment / Product Assessment	53%
3.	Portfolio Assessment	12.5%
4.	Test	20%
		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.