	Universitas Negeri Surabaya Faculty of Engineering , Information Technology Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Vocational Education	8320702069	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Drs. Bambang Sujatmiko, M.T.	.....	Drs. Bambang Sujatmiko, M.T.

Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-8	Mastering the concepts and implementation in developing software engineering, games, intelligent multimedia, and network computer engineering.
	PLO-12	Able to implement science, technology, engineering, and mathematics (STEM) and informatics knowledge into research in education.
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-8	PLO-12

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

Short Course Description	Understanding of vocational education in Indonesia and in the world, which includes the goals of vocational education, the vocational education system and the legislation that supports it.
References	**Main :**

1. Istanto Wahyu Djatmiko, dkk (2013). Modul Pendidikan Teknologi dan Kejuruan. Fakultas Teknik Universitas Negeri Yogyakarta.
2. Surya Dharma, dkk (2013). Tantangan Guru SMK Abad 21 . Jakarta: Direktorat Pembinaan Pendidik dan Tenaga Kependidikan Pendidikan Menengah Direktorat Jenderal Pendidikan Menengah Kementerian Pendidikan dan Kebudayaan.
3. Stephen Billett (2011). Vocational Education Purposes, Traditions and Prospects . London: Springer Dordrecht Heidelberg London New York.

Supporters:

1. Kementerian Pendidikan dan Kebudayaan (2015). Rencana Strategis Kementerian Pendidikan dan Kebudayaan 2015-2019. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Supporting lecturer	Drs. Bambang Sujatmiko, M.T. Ramadhan Cakra Wibawa, S.Pd., M.Kom.

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	Can explain the meaning of Vocational Education	- Explain the meaning of vocational education - Explain the objectives of vocational education	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	**Material:** Explaining the meaning of vocational education - Explaining the objectives of vocational education **Reader:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Educators and Education Personnel, Directorate General of Secondary Education, Ministry of Education and Culture. Stephen Billett (2011). Vocational Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New York.*	2%

2	Students are able to understand the vocational education system in Indonesia	- Explain the difference between vocational education and professional education - Explain the vocational education system - Explain the meaning of areas of expertise and expertise programs in vocational education	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	**Material:** Explaining the differences between vocational education and professional education - Explaining the vocational education system - Explaining the meaning of areas of expertise and expertise programs in vocational education **Reader:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Educators and Education Personnel, Directorate General of Secondary Education, Ministry of Education and Culture. Stephen Billett (2011). Vocational Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New York.*	3%

3	Students are able to understand the structure of the vocational education curriculum	- Explain the structure of the 2006 vocational education curriculum - Explain the structure of the 2013 vocational education curriculum.	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Form of Assessment** : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	**Material:** Explaining the structure of the 2006 vocational education curriculum - Explaining the structure of the 2013 vocational education curriculum. **References:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Educators and Education Personnel, Directorate General of Secondary Education, Ministry of Education and Culture. Stephen Billett (2011). Vocational Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New York.*	3%
4	Students are able to understand the structure of the vocational education curriculum	- Explain the structure of the 2006 vocational education curriculum - Explain the structure of the 2013 vocational education curriculum.	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50		3%

5	Students are able to explain the procedures for obtaining professional certification. Students can analyze the different ways of obtaining professional certification	- Explain the procedures for obtaining professional certification - Analyze the differences in ways of obtaining professional certification - Explain the differences between educator certification and skills/competency certification	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Form of Assessment** : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	**Material:** Explaining the procedures for obtaining professional certification - Analyzing the differences in ways of obtaining professional certification - Explaining the differences between educator certification and skills/competency certification **Reader:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Educators and Education Personnel, Directorate General of Secondary Education, Ministry of Education and Culture. Stephen Billett (2011). Vocational Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New York.*	3%

6	Students are able to understand the legislation that supports vocational education in Indonesia	- Explains vocational education in Law No. 20 of 2003 - Explains several laws that support vocational education.	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience .	**Material:** Explaining vocational education in Law No. 20 of 2003 - Explaining several laws that support vocational education. **References:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Educators and Education Personnel, Directorate General of Secondary Education, Ministry of Education and Culture. Stephen Billett (2011). Vocational Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New York.*	3%

7	Students are able to understand vocational education in other countries	1. Explaining vocational education in several countries in Asia 2. Explaining vocational education in Australia 3. Explaining vocational education in several countries in Europe	**Criteria:** Assignment Collection **Form of Assessment** : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience .	**Material:** Explains vocational education in several countries in Asia, Australia and Europe. **Reference:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Educators and Education Personnel, Directorate General of Secondary Education, Ministry of Education and Culture. Stephen Billett (2011). Vocational Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New York.*	3%
8	Midterm Exam (UTS)		**Criteria:** Cognitive Values, Attitude Values, Psychomotor Values **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Midterm Exam (UTS) 2 X 50	Midterm Exam (UTS)	**Material:** Material that has been studied and created for previous projects. **Reference:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering.*	14%

9	Students are able to understand vocational education in other countries	1. Explaining vocational education in several countries in Asia 2. Explaining vocational education in Australia 3. Explaining vocational education in several countries in Europe	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	**Material:** Explains vocational education in several countries in Asia, Australia and several in Europe. **Reference:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Educators and Education Personnel, Directorate General of Secondary Education, Ministry of Education and Culture. Stephen Billett (2011). Vocational Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New York.*	5%
10	Students are able to compare the vocational education system in Indonesia and other countries in the world.	1. Explain the vocational education system in Indonesia and other countries. 2. Comparing the vocational education system in Indonesia and other countries. 3. Make a comparative conclusion about the vocational education system in Indonesia and other countries.	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Form of Assessment** : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	**Material:** Explain, compare and draw conclusions related to the vocational education system in Indonesia and other countries. **References:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering.*	5%

11	Students are able to compare the vocational education system in Indonesia and other countries in the world.	1. Explain the vocational education system in Indonesia and other countries. 2. Comparing the vocational education system in Indonesia and other countries. 3. Make a comparative conclusion about the vocational education system in Indonesia and other countries.	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Form of Assessment** : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	**Material:** Explain, compare and draw conclusions related to the vocational education system in Indonesia and other countries. **References:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering.*	5%
12	Students are able to compare the vocational education system in Indonesia and other countries in the world.	1. Explain the vocational education system in Indonesia and other countries. 2. Comparing the vocational education system in Indonesia and other countries. 3. Make a comparative conclusion about the vocational education system in Indonesia and other countries.	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Form of Assessment** : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	**Material:** Explain, compare and draw conclusions related to the vocational education system in Indonesia and other countries. **References:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering.*	5%
13	Students are able to compare the vocational education system in Indonesia and other countries in the world.	1. Explain the vocational education system in Indonesia and other countries. 2. Comparing the vocational education system in Indonesia and other countries. 3. Make a comparative conclusion about the vocational education system in Indonesia and other countries.	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Form of Assessment** : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	**Material:** Explain, compare and draw conclusions related to the vocational education system in Indonesia and other countries. **References:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering.*	5%

14	Students are able to compare the vocational education system in Indonesia and other countries in the world.	1. Explain the vocational education system in Indonesia and other countries. 2. Comparing the vocational education system in Indonesia and other countries. 3. Make a comparative conclusion about the vocational education system in Indonesia and other countries.	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Form of Assessment** : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	**Material:** Explain, compare and draw conclusions related to the vocational education system in Indonesia and other countries. **References:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering.*	5%
15	Students are able to compare the vocational education system in Indonesia and other countries in the world.	1. Explain the vocational education system in Indonesia and other countries. 2. Comparing the vocational education system in Indonesia and other countries. 3. Make a comparative conclusion about the vocational education system in Indonesia and other countries.	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Form of Assessment** : Participatory Activities, Portfolio Assessment	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	**Material:** Explain and compare the vocational education system in Indonesia and other countries, and draw conclusions from both **References:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Educators and Education Personnel, Directorate General of Secondary Education, Ministry of Education and Culture. Stephen Billett (2011). Vocational Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New York.*	5%

16	FINAL EXAMS	FINAL EXAMS	**Criteria:** Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Tests	FINAL EXAMINATION OF SEMESTER 2 X 50	FINAL EXAMINATION OF SEMESTER 2 x 50	**Material:** Material that has been studied previously **Reference:** *Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Educators and Education Personnel, Directorate General of Secondary Education, Ministry of Education and Culture. Stephen Billett (2011). Vocational Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New York.*	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	58.34%
2.	Project Results Assessment / Product Assessment	17.17%
3.	Portfolio Assessment	8.84%
4.	Test	14.67%
		99.02%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.

9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.