

(1)

(2)

(3)

(4)

(5)

(6)

(7)

(8)

Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Bachelor of Science Education Study Program

Document Code

UNES		Bachelor of Science Education Study Program									
				SEM	ESTER	LEAF	RNING I	PLAN			
Courses				CODE		Course F	amily	Credit Weight		SEMESTER	Compilation Date
EIA				8420102004				T=2 P=0	ECTS=3.18	8	July 18, 2024
AUTHOR	IZAT	ION		SP Develope	er		Cours	se Cluster C	Coordinator	Study Progra Coordinator	am
										rman, M.Pd.	
Learning model	l	Case Studies									
Program Learning		PLO study prog	gram th	at is charge	ed to the cou	ırse					
Outcom		Program Objectives (PO)									
(PLO)		PLO-PO Matrix									
		P.O									
		PO Matrix at the end of each learning stage (Sub-PO)									
			P.(1 2	3 4	5 6		/eek	11 12	13 14 :	15 16
Short Course Descript	tion	This course prese legislation regard reviewing AMDAL	lina AMI	DAL. as well	as designing	ntal impact j a project	analysis (AM that is linked	DAL), both of to possib	studying docu e impacts on	mentation or ro the environm	egulations and ent based on
Reference	ces	Main :									
2.		2	, U	ndang-undan						University Pres emerintah pus	ss at dan Daerah
		Supporters:									
Supporti lecturer	ing	Prof. Dr. Suyono, Ahmad Qosyim, S Laily Rosdiana, S	S.Si., M.								
Week- eac sta		al abilities of h learning ge		Eva	luation		Lear Stude	elp Learnin rning methe ent Assignn stimated til	ods, nents,	Learning materials [References	Assessment Weight (%)
		.K DO)		dicator	Criteria &	Form	Offline (offline)	Online	(online)]	

1 Mastering theoretical concepts in the field of environmental impact analysis (AMDAL), both studying documentation or regulations regarding AMDAL, as well as a materials and sources of the pollution and regulations are well as and sources of the pollution and regulations are well as and sources of the pollution and regulations are well as and sources of the pollution and regulations are well as and regulations are well as and sources of the material is written according to the theme, the literature searched is a sources of the pollution and regulations are well as and sources of the pollution and regulations are well as and sources of the pollution and regulations are written and regulations are written and regulations and sources of air pollution and sources of water are written according to the theme, the literature searched is a regulation and sources of water pollution and sources of water p	0%
theoretical concepts in the field of environmental impact analysis (AMDAL), both studying documentation or rules and regulations regarding AMDAL, as well as and concepts in the field of environmental impact analysis (AMDAL), both studying documentation or rules and regulations regarding AMDAL, as well as and concepts in the sources of air pollution and sources of air pollution and sources of water po	
concepts in the field of environmental impact analysis (AMDAL), both studying documentation or rules and regulations regarding AMDAL, as well as and swell as and swell as and sources of the field of environmental impact analysis (AMDAL), both attribute and sources of water pollution are garding AMDAL, as well as and sources of the theme, the literature searched is and sources of the theme, the literature searched is and sources of the theme, the literature searched is and sources of the theme, the literature searched is and sources of air pollution 3.4 4. The study material is written according to the theme, the literature searched is searched its.	
environmental impact analysis (AMDAL), both studying documentation or rules and regulations regarding AMDAL, as well as pollution pollution 2.Explain the materials and sources of water pollution regarding AMDAL, as well as pollution 3.4 4.The study material is written according to the theme, the literature searched is searched is searched is	
impact analysis (AMDAL), both studying documentation or rules and regulations regarding AMDAL, as well as impact analysis (AMDAL), both materials and sources of water pollution 3.explain the searched is 4.The study material is written according to the theme, the literature searched is searched is (student-centered learning) Deductive learning method Learning	
(AMDAL), both studying documentation or rules and regulations regarding AMDAL, as well as and selection of sources of water pollution searched is searched is searched is centered learning). Deductive learning method Learning	
studying documentation or rules and regulations regarding AMDAL, as well as the sources of water pollution segarched is searched in the searched in the searched is searched in the searched in the searched is searched in the searched i	
documentation or rules and regulations regarding AMDAL, as well as	
rules and regulations regarding AMDAL, as well as rules and regulations regarding AMDAL, as well as	
regulations pollution literature method searched is searched the literature	
regarding AMDAL, 3.explain the searched is Learning	
designing a project in depth and sources of soil paper is strategy in the form of	
formulating it in pollution arranged neatly literature	
procedural problem and structured, searches,	
solving. Making the ppt is made discussions,	
decisions based on	
analysis of	
iniomation and	
adia and providing	
choosing	
alternatives 0.111e study	
solution. material is 2 × 50	
Responsible for written according	
informing the to the theme, the	
results of literature	
information and	
data analysis both searched is less updated, the	
writing. paper is	
arranged neatly	
and structured,	
the ppt is made	
short and clear	
according to the	
paper prepared	
7.2	
8.The study	
materials are	
written according	
to the theme, the	
literature	
searched is not	
updated enough,	
the papers are	
not arranged	
neatly and	
structured, too	
many ppts are	
made made	
9.1	
10.Study materials	
do not match the	
theme	
theme	

				T .	<u> </u>	
2	Mastering theoretical concepts in the field of environmental impact analysis (AMDAL), both studying documentation or rules and regulations regarding AMDAL, as well as designing a project in depth and formulating it in procedural problem solving. Making decisions based on analysis of information and data and providing guidance in choosing alternatives solution. Responsible for informing the results of information and data analysis both verbally and in writing.	1.Explain the materials and sources of air pollution 2.Explain the materials and sources of water pollution 3.explain the materials and sources of soil pollution	Criteria: 1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 7.2 8.The study materials are written according to the theme, the literature searched is not updated enough, the papers are not arranged neatly and structured, too many ppts are made 9.1 10.Study materials do not match the theme	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, work on LKM, and evaluation of learning outcomes 2 X 50		0%

			Г	1	Г	
3	Mastering theoretical	1.Explain the materials and	Criteria: 1.Score	Student- centered		0%
	concepts in the field of	sources of air	2.Rubric	learning		
	environmental	pollution	3.4	approach		
	impact analysis	2.Explain the	4.The study	(student-		
	(AMDAL), both	materials and	material is	centered		
	studying	sources of	written according	learning)		
	documentation or rules and	water	to the theme, the	Deductive		
	regulations	pollution	literature	learning		
	regarding AMDAL,	3.explain the	searched is	method		
	as well as	materials and	updated, the	Learning		
	designing a project	sources of soil	paper is	strategy in		
	in depth and formulating it in	pollution	arranged neatly	the form of literature		
	procedural problem	polition	and structured,	searches,		
	solving. Making		the ppt is made	discussions,		
	decisions based on		short and clear	work on		
	analysis of		according to the	LKM, and		
	information and data and providing		paper prepared	evaluation		
	guidance in		5.3	of learning		
	choosing		6.The study	outcomes		
	alternatives		material is	2 X 50		
	solution. Responsible for		written according			
	informing the					
	results of		to the theme, the			
	information and		literature			
	data analysis both		searched is less			
	verbally and in writing.		updated, the			
	witting.		paper is			
			arranged neatly and structured,			
			the ppt is made			
			short and clear			
			according to the			
			paper prepared			
			7.2			
			8.The study			
			materials are			
			written according			
			to the theme, the			
			literature			
			searched is not			
			updated enough,			
			the papers are			
			not arranged			
			neatly and			
			structured, too			
			many ppts are			
			made			
			9.1			
			10.Study materials			
			do not match the			
			theme			
			uleille			

	Т		T	1			
5	Mastering	Explain the	Criteria:	Student-			0%
	theoretical	impact of	1.Score	centered			
	concepts in the field of	environmental pollution on the	2.Rubric	learning			
	environmental	development of	3.4	approach			
	impact analysis	living things	4.The study	(student-			
	(AMDAL), both	99-	material is	centered			
	studying		written according	learning)			
	documentation or		to the theme, the	Deductive			
	rules and		,	learning			
	regulations regarding AMDAL,		literature	method			
	as well as		searched is	Learning			
	designing a project		updated, the	strategy in			
	in depth and		paper is	the form of			
	formulating it in		arranged neatly	literature			
	procedural problem		and structured,	searches,			
	solving. Making		the ppt is made	discussions,			
1	decisions based on analysis of		short and clear	working on			
1	information and		according to the	LKM, and			
1	data and providing		paper prepared	evaluating			
1	guidance in		5.3	learning			
1	choosing		6.The study	outcomes.			
	alternatives		material is	2 X 50			
	solution. Responsible for		written according				
	informing the						
	results of		to the theme, the				
	information and		literature				
	data analysis both		searched is less				
	verbally and in		updated, the				
	writing.		paper is				
			arranged neatly				
			and structured,				
			the ppt is made				
			short and clear				
			according to the				
			paper prepared				
1			7.2				
1			8.The study				
1			materials are				
1			written according				
			to the theme, the				
1			literature				
			searched is not				
			updated enough,				
			the papers are				
			not arranged				
			neatly and				
			structured, too				
			many ppts are				
			made				
			9.1				
			10.Study materials				
			do not match the				
			theme				
	ı	i i	1	•	i	i	1

			I	l		
6	Mastering theoretical	Explain the impact of	Criteria:	Student-		0%
	concepts in the	environmental	1.Score	centered		
	field of	pollution on the	2.Rubric	learning		
	environmental	development of	3.4	approach		
	impact analysis	living things	4.The study	(student-		
	(AMDAL), both		material is	centered		
	studying documentation or		written according	learning)		
	rules and		to the theme, the	Deductive		
	regulations		literature	learning		
	regarding AMDAL,		searched is	method		
	as well as		updated, the	Learning strategy in		
	designing a project in depth and		paper is	the form of		
	formulating it in		arranged neatly	literature		
	procedural problem		and structured,	searches.		
	solving. Making		the ppt is made	discussions,		
	decisions based on		short and clear	working on		
	analysis of		according to the	LKM, and		
	information and data and providing		paper prepared	evaluating		
	guidance in		5.3	learning		
	choosing		6.The study	outcomes.		
	alternatives		material is	2 X 50		
	solution.					
	Responsible for informing the		written according			
	results of		to the theme, the			
	information and		literature			
	data analysis both		searched is less			
	verbally and in		updated, the			
	writing.		paper is			
			arranged neatly			
			and structured,			
			the ppt is made			
			short and clear			
			according to the			
			_ paper prepared			
			7.2			
			8.The study			
			materials are			
			written according			
			to the theme, the			
			literature			
			searched is not			
			updated enough,			
			the papers are			
			not arranged			
			neatly and			
			structured, too			
			many ppts are			
			made			
			9.1			
			10.Study materials			
			do not match the			
			theme			
			шеше]		

	1		T	1	T	
7	Mastering theoretical concepts in the field of environmental impact analysis (AMDAL), both studying documentation or rules and regulations regarding AMDAL, as well as designing a project in depth and formulating it in procedural problem solving. Making decisions based on analysis of information and data and providing guidance in choosing alternatives solution. Responsible for information and data analysis both verbally and in writing.	Explain the impact of environmental pollution on the development of living things	Criteria: 1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 7.2 8.The study materials are written according to the theme, the literature searched is not updated enough, the papers are not arranged neatly and structured, too many ppts are made 9.1 10.Study materials do not match the theme	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50		0%
8	UTS (Mid Semester Exam)	1.Explain the materials and sources of air pollution 2.Explain the materials and sources of water pollution 3.explain the materials and sources of soil pollution 4.Explain the impact of environmental pollution on the development of living things	Criteria: Each score is number 2	individual work 2 X 50		0%

	1		1	ı	1		
10	Utilizing science and technology in the field of environmental impact analysis (AMDAL), both reviewing documentation or rules and regulations regarding AMDAL, as well as designing a project and being able to adapt to the situation faced in solving problems. Making decisions based on analysis of information and data and providing guidance in choosing alternatives. solution. Responsible for informing the results of information and data analysis both verbally and in writing.	1.analyze air pollution materials 2.analyze air pollution materials 3.analyze air pollution materials materials analyze air pollution materials	Criteria: 1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 7.2 8.The study materials are written according to the theme, the literature searched is not updated enough, the papers are not arranged neatly and structured, too many ppts are made 9.1 10.Study materials do not match the theme	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions and evaluation of learning outcomes. 2 X 50			0%

	and technology in the field of environmental impact analysis (AMDAL), both reviewing documentation or rules and regulations regarding AMDAL, as well as designing a project and being able to adapt to the situation faced in solving problems. Making decisions based on analysis of information and data and providing guidance in choosing alternatives. solution. Responsible for informing the results of information and data analysis both verbally and in writing.	pollution materials 2.analyze air pollution materials 3.analyze air pollution materials	1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 7.2 8.The study materials are written according to the theme, the literature searched is not updated enough, the papers are not arranged neatly and structured, too many ppts are made 9.1 10.Study materials do not match the theme	centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions and evaluation of learning outcomes. 2 X 50		
12	Make decisions based on analysis of information and data and provide guidance in choosing alternative solutions. Responsible for informing the results of information and data analysis both orally and in writing.	1.explains how to deal with environmental pollution 2.present environmental impact analysis from the results of the latest journal studies and communicate	Criteria: 1. Score 2. Rubric 3. 4 4. The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5. 3 6. The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppaper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 7. 2	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50		0%

8.The study	1		1
materials are			
written according			
to the theme, the			
literature			
searched is not			
updated enough,			
the papers are			
not arranged			
neatly and			
structured, too			
many ppts are			
made 9.1			
10.Study materials			
do not match the			
theme			
11.Score			
12.Rubric			
13.4			
14 .The			
presentation was			
carried out			
coherently with			
appropriate			
intonation and			
emphasis,			
assisted by ppt media according]
to media criteria,			
the answer from			
the questioner			
was correct,			
formulating			
suggestions for			
improvement			
15.3			
16.The			
presentation was			
carried out			
coherently with intonation and			
but did not			
emphasize the			
important			
aspects of the			
research, with			
the help of ppt			
media according			
to media criteria,			
the answers from			
the questioner			
were generally			
correct,			
formulating suggestions for			
improvement			
17.2			
18.The			
presentation was			
carried out, was			
not coherent			
and/or did not			
emphasize			
important			
aspects of the research, was			
assisted by ppt			
media but did not			
meet the media			
criteria, the			
answers from the			
questioner were			
generally			
incorrect,			
formulated			
suggestions for			
improvement			
19.1			
20.The			
presentation was			
carried out, but			
was not coherent and/or did not			
emphasize			
important			
mportant			
	•	•	•

			aspects of the research, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement			
13	Make decisions based on analysis of information and data and provide guidance in choosing alternative solutions. Responsible for informing the results of information and data analysis both orally and in writing.	1.explains how to deal with environmental pollution 2.present environmental impact analysis from the results of the latest journal studies and communicate	Criteria: 1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 7.2 8.The study materials are written according to the papers are not arranged neatly and structured, too many ppts are made 9.1 10.Study materials do not match the theme 11.Score 12.Rubric 13.4 14.The presentation was carried out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, the answer from the questioner was curried; formulating suggestions for improvement 15.3 16.The presentation was carried out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, the answer from the questioner was curried; out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, the answer from the questioner was curried; out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, the answer from the questioner was curried; out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, the answer from the questioner was carried out coherently with appropriate intonation and emphasis, assisted by appt media according to media criteria, the answer from the questioner was carried out coherently with appropriate intonation and emphasis, assisted by appt media according to media criteria, the answer from the questioner was carried out coherently with appropriate intonation and emphasis, assisted by appt media according to m	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50		0%

1	I	<u>,</u>	I	ı '	İ	İ	ĺ
			but did not emphasize the important aspects of the research, with the help of ppt media according to media criteria, the answers from the questioner were generally correct, formulating suggestions for improvement 17.2 18.The presentation was carried out, was not coherent and/or did not emphasize important aspects of the research, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, formulated suggestions for improvement 19.1 20.The presentation was carried out, but was not coherent and/or did not emphasize important aspects of the research, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement				
14	Make decisions based on analysis of information and data and provide guidance in choosing alternative solutions. Responsible for informing the results of information and data analysis both orally and in writing.	1.explains how to deal with environmental pollution 2.present environmental impact analysis from the results of the latest journal studies and communicate	Criteria: 1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the paper is arranged neatly and structured, the paper is arranged neatly and structured, the ppt is made short and clear	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50		0%	

i		1
according to the		
_ paper prepared		
7.2		
8.The study		
materials are		
written according		
to the theme, the		
literature		
searched is not		
updated enough,		
the papers are		
not arranged		
neatly and		
structured, too		
many ppts are		
made		
9.1		
10.Study materials		
do not match the		
theme		
11.Score		
12.Rubric		
13.4		
14.The		
presentation was		
carried out		
coherently with		
appropriate		
intonation and		
emphasis,		
assisted by ppt		
media according		
to media criteria,		
the answer from		
the questioner		
was correct,		
formulating		
suggestions for		
improvement		
15.3		
16.The		
presentation was		
carried out		
coherently with		
intonation and		
but did not		
emphasize the		
important		
aspects of the		
research, with		
the help of ppt		
media according		
to media criteria,		
the answers from		
the questioner		
were generally		
correct,		
formulating		
suggestions for		
improvement		
17.2		
18.The		
presentation was		
carried out, was		
not coherent		
and/or did not		
emphasize		
important		
aspects of the		
research, was		
assisted by ppt		
media but did not		
meet the media		
criteria, the		
answers from the		
questioner were		
generally		
incorrect,		
formulated		
suggestions for		
improvement		
19.1		
20.The		
presentation was		
carried out, but		
,		
was not coherent		

15	Make decisions based on analysis of information and data and provide guidance in choosing alternative solutions. Responsible for informing the results of information and data analysis both orally and in writing.	1.explains how to deal with environmental pollution 2.present environmental impact analysis from the results of the latest journal studies and communicate	and/or did not emphasize important aspects of the research, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for Criteria: 1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the theme, the literature searched is updated, the paper prepared 5.3 6.The study material is written according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear successive succe	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50		0%
			8.The study materials are written according to the theme, the literature searched is not updated enough, the papers are not arranged neatly and structured, too many ppts are made 9.1 10.Study materials do not match the theme 11.Score 12.Rubric 13.4 14.The presentation was carried out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, the answer from the questioner was correct, formulating suggestions for improvement 15.3 16.The presentation was carried out			

		coher	ently with		
			tion and		
		but di	d not		
		emph	asize the		
		impor	tant		
			ts of the		
		resea	rch, with		
			elp of ppt		
			according		
			dia criteria,		
			swers from		
			estioner		
			generally		
		correc			
		formu			
			stions for		
		17.2	vement		
		17.2 18.The			
			ntation was		
			d out, was		
			herent		
			r did not		
		emph			
		impor			
			ts of the		
			rch, was		
			ed by ppt		
			but did not		
		meet	the media		
		criteri	a, the		
			ers from the		
			oner were		
		gener			
		incorr			
		formu			
			stions for		
			vement		
		19.1			
		20.The	atation was		
			ntation was d out, but		
			ot coherent		
			r did not		
		emph			
		impor			
			ts of the		
			rch, was		
			sisted by		
		ppt m	edia, the		
		answe	er from the		
		quest	oner was		
		incorr	ect, unable		
			nulate		
		sugge	stions for		
		impro	vement		
16					 0%
	l .				

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage	-1	
		N%		

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.
- 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.
- $10. \ \textbf{Learning materials} \ \text{are details or descriptions of study materials which can be presented in the form of several main}$ 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.