



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Early Childhood Education Teacher Education Undergraduate Study**  
**Program**

Document  
Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PRESCHOOL CURRICULUM DEVELOPMENT	8620702147	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	May 3, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Ruqoyyah Fitri, S.Ag., M.Pd		Eka Cahya Maulidiyah., S.Pd., M.Pd.			Kartika Rinakit Adhe, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	<b>PLO study program which is charged to the course</b>	
	PLO-4	Develop yourself continuously and collaborate.
	PLO-5	Mastering pedagogical skills in early childhood learning based on national cultural values
	PLO-7	Mastering the curriculum, learning theory, learning models and early childhood assessment in managing PAUD implementation.

**Program Objectives (PO)**

PO - 1	Have devotion to God Almighty and be able to show a religious attitude.
PO - 2	Upholding human values in carrying out duties based on religion, morals and ethics.
PO - 3	Contribute to improving the quality of life of the community, nation and state, and the progress of civilization based on Pancasila.
PO - 4	Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values appropriate to their field of expertise.
PO - 5	Mastering basic concepts and PAUD curriculum.
PO - 6	Preparing the Educational Unit Operational Curriculum

**PLO-PO Matrix**

P.O	PLO-4	PLO-5	PLO-7
PO-1	✓	✓	✓
PO-2	✓	✓	✓
PO-3	✓	✓	✓
PO-4	✓	✓	✓
PO-5	✓	✓	✓
PO-6	✓	✓	✓

**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										✓	✓	✓				
PO-5													✓	✓		
PO-6															✓	✓

<b>Short Course Description</b>	Examining the nature of the PAUD curriculum; PAUD Curriculum Analysis; Various PAUD approaches; PAUD curriculum models; Curriculum development framework; and Designing PAUD curriculum development; Preparation of Operational Curriculum for Early Childhood Education Units (KOSP). The learning strategies used in this course are lectures, project-based learning, group discussions, and simulations.						
<b>References</b>	<b>Main :</b>		<ol style="list-style-type: none"> <li>1. Direktorat PAUD. 2015. Pedoman Penyusunan Kurikulum Tingkat Satuan Pendidikan (Ktsp) Pendidikan Anak Usia Dini. Jakarta: Direktorat PAUD.</li> <li>2. Hasibuan, R., Fitri, R., Maureen, I. Y., &amp; Pratiwi, A. P. (2022). Penyusunan kurikulum operasional pada satuan paud berbasis kurikulum merdeka. <i>Transformasi Dan Inovasi: Jurnal Pengabdian Masyarakat</i>, 2(2), 87-92.</li> <li>3. Wahyuni, S., &amp; Reswita, R. (2020). Pengembangan model pembelajaran sains, technology, art, engineering and mathematic pada kurikulum PAUD. <i>Jurnal Golden Age</i>, 4(02), 297-309.</li> <li>4. Nugroho, T., &amp; Narawaty, D. (2022). Kurikulum 2013, kurikulum darurat, dan kurikulum prototipe (2020-2021) atau kurikulum merdeka (2022) mata pelajaran bahasa inggris: suatu kajian bandingan. In <i>SINASTRA: Prosiding Seminar Nasional Bahasa, Seni, dan Sastra</i> (Vol. 1, pp. 373-382).</li> <li>5. Fadlillah, M. (2017). Model kurikulum pendidikan multikultural di taman kanak-kanak. <i>Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi</i>, 5(1), 42-51.</li> <li>6. Hasibuan, R., Fitri, R., Maureen, I. Y., &amp; Pratiwi, A. P. (2022). Penyusunan kurikulum operasional pada satuan paud berbasis kurikulum merdeka. <i>Transformasi Dan Inovasi: Jurnal Pengabdian Masyarakat</i>, 2(2), 87-92.</li> </ol>				
	<b>Supporters:</b>		<ol style="list-style-type: none"> <li>1. Harahap, E. (2022). <i>Inovasi Kurikulum</i>. Penerbit NEM.</li> </ol>				
	<b>Supporting lecturer</b>		Prof. Dr. Hj. Rachma Hasibuan, M.Kes. Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Nur Ika Sari Rakhmawati, S.Pd., 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 understand the distribution of PAUD curriculum development studies	Able to know the distribution of studies in curriculum development	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</li> <li>2.Depth of analysis of answers based on theory</li> <li>3.Depth of analysis of answers</li> </ol> <b>Form of Assessment :</b> Practice / Performance	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<b>Material:</b> Essence and Components in the Curriculum <b>Library:</b> <i>Kostelnik, Marjory. 2000. Developmentally Appropriate Curriculum. New Jersey: Merrill</i> <b>Material:</b> PAUD Curriculum <b>Reader:</b> <i>Carol. E. 1999. Early Childhood Curriculum. A Creative-Play Model. New Jersey: Prentice-Hall, Inc.</i> <b>Material:</b> PAUD Curriculum <b>Reference:</b> <i>Essa, Eva L. 2003. Introduction to Early Childhood Education. Canada: Thompson Delmar Learning.</i>	3%

2	Understand the meaning, nature, function and role of the PAUD curriculum	<p>1. Students are able to understand the meaning of the PAUD curriculum</p> <p>2. Students are able to identify the function and role of the PAUD curriculum</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</li> <li>2. Depth of analysis of answers based on theory</li> <li>3. Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> Functions of the Curriculum <b>Library:</b> <i>Kostelnik, Marjory. 2000. Developmentally Appropriate Curriculum. New Jersey: Merrill</i></p> <hr/> <p><b>Material:</b> definition of PAUD curriculum <b>Reader:</b> <i>Idi, Abdullah. 2007. Curriculum Development. Theory &amp; Practice. Yogyakarta: Ar Ruz Media</i></p>	3%
3	Understand the various PAUD curriculum development models	<p>1. Understand various curriculum development models</p> <p>2. Identify the curriculum development model used in the institution</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</li> <li>2. Depth of analysis of answers based on theory</li> <li>3. Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> Curriculum development model <b>Reference:</b> <i>Carol. E. 1999. Early Childhood Curriculum. A Creative-Play Model. New Jersey: Prentice-Hall, Inc.</i></p>	3%
4	Analyzing the development of the PAUD curriculum	Analyzing learning content in institutions	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</li> <li>2. Depth of analysis of answers based on theory</li> <li>3. Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> Curriculum Changes in Indonesia <b>Reference:</b> <i>Idi, Abdullah. 2007. Curriculum Development. Theory &amp; Practice. Yogyakarta: Ar Ruz Media</i></p> <hr/> <p><b>Material:</b> Library Curriculum Model : <i>Eliason, Claudia and Jenkin, L.Oa. 1994. Practical Guide to Early Childhood Curriculum. New York: Merrill Print of MacMillan, College. Directorate of Early Childhood Education. 2015. Early childhood education curriculum guidebook what, why, and how. Jakarta: PAUD Directorate.</i></p>	6%

5	Analyzing the development of the PAUD curriculum	Analyze development theories used in institutions	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</li> <li>2.Depth of analysis of answers based on theory</li> <li>3.Depth of analysis of answers</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> Curriculum Changes in Indonesia <b>Reference:</b> <i>Idi, Abdullah. 2007. Curriculum Development. Theory &amp; Practice. Yogyakarta: Ar Ruz Media</i></p> <p><b>Material:</b> Library Curriculum Model : <i>Eliason, Claudia and Jenkin, Loa. 1994. Practical Guide to Early Childhood Curriculum. New York: Merrill Print of MacMillan, College. Directorate of Early Childhood Education. 2015. Early childhood education curriculum guidebook what, why, and how. Jakarta: PAUD Directorate.</i></p>	10%
6	Presenting project results	<ol style="list-style-type: none"> <li>1.Presentation Content</li> <li>2.Presentation Structure</li> <li>3. Communication Skills</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The presentation had highly informative and well-organized content, delivered with excellent communication skills, and clear and supportive visualization</li> <li>2.The presentation has informative and well-structured content, delivered with good communication skills, and visualization that is clear and supportive</li> <li>3.The presentation has quite informative content, although perhaps a little less structured, delivered with sufficient communication skills, and adequate visualization</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> Creative Curriculum Model in PAUD <b>Reader:</b> <i>Carol. E. 1999. Early Childhood Curriculum. A Creative-Play Model. New Jersey: Prentice-Hall, Inc.</i></p>	10%

7	Presenting project results	<ol style="list-style-type: none"> <li>1. Presentation Content</li> <li>2. Presentation Structure</li> <li>3. Communication Skills</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The presentation had highly informative and well-organized content, delivered with excellent communication skills, and clear and supportive visualization</li> <li>2. The presentation has informative and well-structured content, delivered with good communication skills, and visualization that is clear and supportive</li> <li>3. The presentation has quite informative content, although perhaps a little less structured, delivered with sufficient communication skills, and adequate visualization</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> Creative Curriculum Model in PAUD <b>Reader:</b> Carol. E. 1999. <i>Early Childhood Curriculum. A Creative-Play Model.</i> New Jersey: Prentice-Hall, Inc.</p>	10%
8	Midterm Exam (UTS)	Students are able to take the Mid-Semester Exam	<p><b>Criteria:</b> Students did well on the Midterm Exam</p> <p><b>Form of Assessment :</b> Test</p>	Summative Test 2 X 50	Summative Test		5%
9	Understand the concept of an independent curriculum	<ol style="list-style-type: none"> <li>1. Differentiated learning</li> <li>2. The concept of preparing KOSP</li> <li>3. Preparation of the Project for Introduction to Pancasila Student Profiles</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The project has highly informative and well-organized content, accompanied by interesting and innovative presentations, and active engagement in discussions.</li> <li>2. Projects have informative and well-structured content, accompanied by clear and memorable presentations, and sufficient engagement in discussions.</li> <li>3. The project has fairly informative content, although there may be some shortcomings in structure or presentation, as well as limited involvement in discussion.</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> independent curriculum concept <b>Reader:</b> Idi, Abdullah. 2007. <i>Curriculum Development. Theory &amp; Practice.</i> Yogyakarta: Ar Ruz Media</p>	3%

10	Understand the concept of an independent curriculum	<ol style="list-style-type: none"> <li>1. Differentiated learning</li> <li>2. The concept of preparing KOSP</li> <li>3. Preparation of the Project for Introduction to Pancasila Student Profiles</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The project has highly informative and well-organized content, accompanied by interesting and innovative presentations, and active engagement in discussions.</li> <li>2. Projects have informative and well-structured content, accompanied by clear and memorable presentations, and sufficient engagement in discussions.</li> <li>3. The project has fairly informative content, although there may be some shortcomings in structure or presentation, as well as limited involvement in discussion.</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> independent curriculum development <b>Reader:</b> <i>Idi, Abdullah. 2007. Curriculum Development. Theory &amp; Practice. Yogyakarta: Ar Ruz Media</i></p>	3%
11	Evaluate curriculum implementation in PAUD institutions.	<ol style="list-style-type: none"> <li>1. Students' ability to understand the concepts and values of Pancasila which are relevant to the profile of PAUD students</li> <li>2. The quality of the information presented in the project, including accuracy, relevance and accuracy in describing the profile of Pancasila students</li> <li>3. The level of creativity and innovation in presenting Pancasila student profiles, such as the use of creative and innovative approaches or methods.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The project has a deep understanding of concepts, relevant and accurate information, high creativity in presentation, active involvement of the PAUD community, and excellent presentation skills</li> <li>2. The project has a good understanding of the concept, sufficient relevant and accurate information, sufficient creativity in presentation, sufficient involvement from the PAUD community, and good presentation skills.</li> <li>3. The project has sufficient conceptual understanding, sufficient relevant information although there may be some shortcomings, limited creativity in presentation, limited involvement from the PAUD community, and insufficient presentation skills</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> preparation of the KOSP curriculum <b>Readers:</b> <i>Eliason, Claudia and Jenkin, Loa. 1994. Practical Guide to Early Childhood Curriculum. New York: Merrill Print of MacMillan, College. Directorate of Early Childhood Education. 2015. Early childhood education curriculum guidebook what, why, and how. Jakarta: PAUD Directorate.</i></p>	3%

12	Evaluate curriculum implementation in PAUD institutions.	<p>1. Students' ability to understand the concepts and values of Pancasila which are relevant to the profile of PAUD students</p> <p>2. The quality of the information presented in the project, including accuracy, relevance and accuracy in describing the profile of Pancasila students</p> <p>3. The level of creativity and innovation in presenting Pancasila student profiles, such as the use of creative and innovative approaches or methods.</p>	<p><b>Criteria:</b></p> <p>1. The project has a deep understanding of concepts, relevant and accurate information, high creativity in presentation, active involvement of the PAUD community, and excellent presentation skills</p> <p>2. The project has a good understanding of the concept, sufficient relevant and accurate information, sufficient creativity in presentation, sufficient involvement from the PAUD community, and good presentation skills.</p> <p>3. The project has sufficient conceptual understanding, sufficient relevant information although there may be some shortcomings, limited creativity in presentation, limited involvement from the PAUD community, and insufficient presentation skills</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> preparation of the KOSP curriculum</p> <p><b>Readers:</b> <i>Eliason, Claudia and Jenkin, Loa. 1994. Practical Guide to Early Childhood Curriculum. New York: Merrill Print of MacMillan, College. Directorate of Early Childhood Education. 2015. Early childhood education curriculum guidebook what, why, and how. Jakarta: PAUD Directorate.</i></p> <hr/> <p><b>Material:</b> preparation of Pancasila student profiles.</p> <p><b>Reference:</b> <i>Essa, Eva L. 2003. Introduction to Early Childhood Education. Canada: Thompson Delmar Learning.</i></p>	6%
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13	Create a KOSP curriculum	<p>1. Students' ability to understand basic concepts and principles in designing educational unit level operational curricula for PAUD.</p> <p>2. The level of relevance and integration between learning objectives, teaching methods, assessment, and organization of learning activities in the curriculum created.</p> <p>3. Students' ability to present creative and innovative ideas in designing a curriculum that suits the characteristics and needs of early childhood</p>	<p><b>Criteria:</b></p> <p>1. The operational curriculum shows a deep understanding of concepts, high relevance to the needs and characteristics of early childhood, creativity and innovation in preparation, strong application of active learning principles, and good integration with the school and environmental context.</p> <p>2. The operational curriculum shows good conceptual understanding, sufficient relevance to the needs and characteristics of early childhood, adequate creativity and innovation in preparation, sufficient application of active learning principles, and sufficient integration with the school and environmental context.</p> <p>3. The operational curriculum shows insufficient conceptual understanding, limited relevance to the needs and characteristics of early childhood, limited creativity and innovation in preparation, limited application of active learning principles, and limited integration with the school and environmental context.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> preparation of the KOSP curriculum</p> <p><b>Readers:</b> Eliason, Claudia and Jenkin, Loa. 1994. <i>Practical Guide to Early Childhood Curriculum</i>. New York: Merrill</p> <p><i>Print of MacMillan, College. Directorate of Early Childhood Education. 2015. Early childhood education curriculum guidebook what, why, and how. Jakarta: PAUD Directorate.</i></p> <hr/> <p><b>Material:</b> KOSP curriculum development</p> <p><b>Reader:</b> Kostelnik, Marjory. 2000. <i>Developmentally Appropriate Curriculum</i>. New Jersey: Merrill</p>	10%
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14	Create a KOSP curriculum	<p>1. Students' ability to understand basic concepts and principles in designing educational unit level operational curricula for PAUD.</p> <p>2. The level of relevance and integration between learning objectives, teaching methods, assessment, and organization of learning activities in the curriculum created.</p> <p>3. Students' ability to present creative and innovative ideas in designing a curriculum that suits the characteristics and needs of early childhood</p>	<p><b>Criteria:</b></p> <p>1. The operational curriculum shows a deep understanding of concepts, high relevance to the needs and characteristics of early childhood, creativity and innovation in preparation, strong application of active learning principles, and good integration with the school and environmental context.</p> <p>2. The operational curriculum shows good conceptual understanding, sufficient relevance to the needs and characteristics of early childhood, adequate creativity and innovation in preparation, sufficient application of active learning principles, and sufficient integration with the school and environmental context.</p> <p>3. The operational curriculum shows insufficient conceptual understanding, limited relevance to the needs and characteristics of early childhood, limited creativity and innovation in preparation, limited application of active learning principles, and limited integration with the school and environmental context.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> KOSP curriculum preparation  <b>Library:</b> <i>Idi, Abdullah. 2007. Curriculum Development. Theory &amp; Practice. Yogyakarta: Ar Ruz Media</i></p>	10%
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15	Create a KOSP curriculum	<p>1. Students' ability to understand basic concepts and principles in designing educational unit level operational curricula for PAUD.</p> <p>2. The level of relevance and integration between learning objectives, teaching methods, assessment, and organization of learning activities in the curriculum created.</p> <p>3. Students' ability to present creative and innovative ideas in designing a curriculum that suits the characteristics and needs of early childhood</p>	<p><b>Criteria:</b></p> <p>1. The operational curriculum shows a deep understanding of concepts, high relevance to the needs and characteristics of early childhood, creativity and innovation in preparation, strong application of active learning principles, and good integration with the school and environmental context.</p> <p>2. The operational curriculum shows good conceptual understanding, sufficient relevance to the needs and characteristics of early childhood, adequate creativity and innovation in preparation, sufficient application of active learning principles, and sufficient integration with the school and environmental context.</p> <p>3. The operational curriculum shows insufficient conceptual understanding, limited relevance to the needs and characteristics of early childhood, limited creativity and innovation in preparation, limited application of active learning principles, and limited integration with the school and environmental context.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	lectures, project-based learning, group discussions, and 2 X 50 simulations	lectures, project-based learning, group discussions, and 2 X 50 simulations	<p><b>Material:</b> KOSP curriculum preparation  <b>Library:</b> <i>Idi, Abdullah. 2007. Curriculum Development. Theory &amp; Practice. Yogyakarta: Ar Ruz Media</i></p>	10%
16	Final exams	Students take the Final Semester Examination	<p><b>Criteria:</b> Students are able to take the Final Semester Examination</p> <p><b>Form of Assessment :</b> Test</p>	Summative Test 2 X 50	Summative Test 2 X 50		5%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	60%
2.	Practice / Performance	30%
3.	Test	10%
		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** 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.