



**Universitas Negeri Surabaya  
Faculty of Economics and Business,  
Master of Economics Education Study Program**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																																					
Economics of Education	8710302068	Compulsory Study Program Subjects	T=2 P=0 ECTS=4.48	1	May 15, 2023																																																																																																																					
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																																																																																						
	Prof. Drs. Yoyok Soesatyo, S.H., M.M., Ph.D.		Prof. Dr. Jun Surjanti, S.E., M.Si.	Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.																																																																																																																						
<b>Learning model</b>	Case Studies																																																																																																																									
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																																									
	<b>PLO-12</b>	Faithful to God Almighty and able to uphold human values in carrying out duties based on religion, morals and ethics																																																																																																																								
	<b>Program Objectives (PO)</b>																																																																																																																									
	<b>PO - 1</b>	Able to apply educational economics expertise and utilize science and technology in solving problems related to educational economics both theoretically and able to adapt to the situations faced																																																																																																																								
	<b>PO - 2</b>	Master the theoretical concepts of educational economics in depth and be able to formulate procedural solutions to educational economic problems																																																																																																																								
	<b>PO - 3</b>	Able to analyze educational economic decision making appropriately based on information and data analysis and able to provide guidance in choosing various alternative solutions independently and in groups																																																																																																																								
	<b>PO - 4</b>	Have social sensitivity and high concern for society and the environment as creations of Almighty God in solving educational economic problems																																																																																																																								
	<b>PO - 5</b>	Have the character of faith, intelligent, independent, honest, caring and tough (Idaman Jelita) in solving educational economic problems																																																																																																																								
	<b>PLO-PO Matrix</b>																																																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th colspan="5">PLO-12</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>				P.O	PLO-12					PO-1						PO-2						PO-3						PO-4						PO-5																																																																																						
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>				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																
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<b>Short Course Description</b>	This course contains the background of education policy, starting with an overview and economic terminology. Demand, Supply and Competitive Markets, Investment, Government's Role in Education, Policy Focus of Primary and Secondary Education, Education Income and Expenditures, Competition and Production in Higher Education and is complemented by a review of current and emerging economic research. Implementation of lectures. The learning method used is Cooperative Learning (CL) Problem Base Learning (PBL) to foster social sensitivity and high concern for society and its environment as creations of Almighty God, based on intelligent, thorough and tough characters in discussing the economics of education.																																																																																																																									
<b>References</b>	<b>Main :</b>																																																																																																																									

1. Joel Spring. 2015. *Economization Of Education : Human Capital, Global Corporations, Skills-Based Schooling* . New York Taylor & Francis Group
2. Toutkoushian .Robert K., Paulsen.Michael B. 2016. *Economics of Higher Education Background, Concepts, and Applications* .The University of Georgia Athens, Georgia USA : Springer
3. Lovenheim. Michael, Turner. Sarah. 2018. *Economic of Education* . New York: Worth Publishers. 2018
4. Dustmann Christian, Machin. Bernd Fitzenberger Stephen (Eds.). 2018. *Studies in Empirical Economics. The Economics and Training of Education* . Physica-Verlag A Springer Company
5. Checchi. Daniele. 2006. *The Economic Education: Human Capital Family Background and Inequality*. UK: United State of America: Cambridge University Press

**Supporters:**

1. Harti. 2019. *Pelatihan Penyusunan Instrumen Evaluasi Berbasis HOTS untuk Meningkatkan Kompetensi Pedagogik Guru Rumpun Bisnis dan Pemasaran Bidang Keahlian Bisnis Manajemen di SMK Kabupaten Magetan (PKM Dana UKT FE 2019)*

**Supporting lecturer** Prof. Drs. Yoyok Soesatyo, S.H., M.M., Ph.D.  
Prof. Dr. Jun Surjanti, S.E., M.Si.

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	Understand the introduction to educational economics	<ol style="list-style-type: none"> <li>1. Identify why Economists Study Education Policy?</li> <li>2. Explaining the Structure and History of the Education Market</li> <li>3. Discovering the Empirical Tools of Educational Economics</li> </ol>	<p><b>Criteria:</b> Non test: introduction to educational economics</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	<p><b>Material:</b> Introduction to economics Education <b>Reader:</b> <i>Joel Spring. 2015. Economization of Education: Human Capital, Global Corporations, Skills-Based Schooling. New York Taylor &amp; Francis Group</i></p>	3%
2	Reviewing Economic terminology	<ol style="list-style-type: none"> <li>1. Explains How Economists Think and Do Their Work</li> <li>2. Identifying Assumptions</li> <li>3. Listing the Main Concepts of Economics</li> <li>4. Comparing educational economic statistics</li> <li>5. Decoding Marginal Analysis</li> </ol>	<p><b>Criteria:</b> Non test: Reviewing Economic terminology</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	<p><b>Material:</b> Economic Terminology <b>Library:</b> <i>Toutkoushian .Robert K., Paulsen.Michael B. 2016. Economics of Higher Education Background, Concepts, and Applications .The University of Georgia Athens, Georgia USA : Springer</i></p>	3%

3	Analyzing Demand, Supply, and Competitive Markets	<ol style="list-style-type: none"> <li>1. Analyzing the Demand for Higher Education</li> <li>2. Analyzing Market Demand for Postgraduate Education</li> <li>3. Analyzing High School Demand</li> <li>4. Analyzing Changes in Quantity Demanded</li> <li>5. Analyzing Changes in Demand</li> <li>6. Analyzing Educational Supply</li> <li>7. Analyzing Changes in Quantity Supplied</li> <li>8. Inferring Equilibrium in Markets</li> <li>9. Inferring Equilibrium Changes</li> </ol>	<p><b>Criteria:</b> Non test: Analyzing Demand, Supply, and Competitive Markets</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	<p><b>Material:</b> Analyzing Demand, Supply, and Competitive Markets</p> <p><b>Library:</b> <i>Lovenheim. Michael, Turner. Sarah. 2018. Economics of Education. New York: Worth Publishers. 2018</i></p>	3%
4	Analyzing Demand, Supply, and Competitive Markets	<ol style="list-style-type: none"> <li>1. Analyzing the Demand for Higher Education</li> <li>2. Analyzing Market Demand for Postgraduate Education</li> <li>3. Analyzing High School Demand</li> <li>4. Analyzing Changes in Quantity Demanded</li> <li>5. Analyzing Changes in Demand</li> <li>6. Analyzing Educational Supply</li> <li>7. Analyzing Changes in Quantity Supplied</li> <li>8. Inferring Equilibrium in Markets</li> <li>9. Inferring Equilibrium Changes</li> </ol>	<p><b>Criteria:</b> Non test: Analyzing Demand, Supply, and Competitive Markets</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	<p><b>Material:</b> Analyzing Demand, Supply, and Competitive Markets</p> <p><b>Library:</b> <i>Lovenheim. Michael, Turner. Sarah. 2018. Economics of Education. New York: Worth Publishers. 2018</i></p>	3%
5	Analyzing Elasticity in Education Markets	<ol style="list-style-type: none"> <li>1. Analyzing the Own Price Elasticity of Demand</li> <li>2. Analyzing the Own Price Elasticity of Supply</li> <li>3. Analyzing Cross-Price Elasticity of Demand</li> <li>4. Analyzing Income Elasticity of Demand</li> <li>5. Analyzing Problems in Measuring Elasticity</li> </ol>	<p><b>Criteria:</b> Non tests: Analyzing Elasticity in the Education Market</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	<p><b>Material:</b> Elasticity Analysis in the Education Market</p> <p><b>Reference:</b> <i>Dustmann Christian, Machin. Bernd Fitzenberger Stephen (Eds.). 2018. Studies in Empirical Economics. The Economics and Training of Education. Physica-Verlag A Springer Company</i></p>	3%

6	Analyzing Production Theory in education	<ol style="list-style-type: none"> <li>1.Mention the production factors of education</li> <li>2.Describing the Production Process in Education</li> <li>3.Explaining the Purpose of Production in Education</li> <li>4.Mentioning the Production Function in Education</li> <li>5.Analyzing Production Theory in Education</li> <li>6.Analyzing the Human Capital Framework</li> </ol>	<p><b>Criteria:</b> Non test: Analyzing Production Theory in Education</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	<p><b>Material:</b> Analysis of Production Theory in Education</p> <p><b>Library:</b> <i>Checchi. Daniele. 2006. The Economic Education: Human Capital Family Background and Inequality. UK: United States of America: Cambridge University Press</i></p>	3%
7	Analyzing Investments in Education	<ol style="list-style-type: none"> <li>1.Observing the Return on Education Investment</li> <li>2.Observing Private Tuition Fees</li> <li>3.Mention the Personal Benefits of Education</li> <li>4.Calculating the Net Present Value of education</li> </ol>	<p><b>Criteria:</b> Non test: Analyzing Investment in Education</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	<p><b>Material:</b> Analyzing Investments in Education</p> <p><b>Library:</b> <i>Harti. 2019. Training on Preparing HOTS-Based Evaluation Instruments to Improve the Pedagogical Competence of Business and Marketing Teachers in the Field of Business Management Skills at Magetan Regency Vocational Schools (PKM Dana UKT FE 2019)</i></p>	3%
8	Midterm Exam (UTS)	Midterm Exam (UTS)	<p><b>Criteria:</b> Midterm Exam (UTS)</p> <p><b>Form of Assessment :</b> Test</p>	Midterm Exam (UTS) 2 X 50	Midterm Exam (UTS) 2 X 50	<b>Material:</b> - <b>Library:</b>	20%

9	Analyzing the Role of Government in Education	<ol style="list-style-type: none"> <li>1.Explaining Public Goods and Externalities in Education</li> <li>2.Analyzing Positive Externalities and Higher Education</li> <li>3.Explain Consumer and Producer Surplus</li> <li>4.Give examples of Positive Externalities</li> <li>5.Demonstrates Government Intervention and Externalities</li> <li>6.Calculating Marginal Costs and Government Profit Analysis</li> <li>7. Demonstrating Intervention in the Economics of Education</li> <li>8.Explaining Uniform Subsidies and Non-Uniform Subsidies</li> </ol>	<p><b>Criteria:</b> Non test: Analyzing the Role of Government in Education</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Cooperative Learning (CL) Problem Base Learning (PBL) 2 X 50	Cooperative Learning (CL) Problem Base Learning (PBL) 2 X 50	<p><b>Material:</b> Analyzing the Role of Government in Education</p> <p><b>Library:</b> <i>Dustmann Christian, Machin. Bernd Fitzenberger Stephen (Eds.). 2018. Studies in Empirical Economics. The Economics and Training of Education. Physica-Verlag A Springer Company</i></p>	3%
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11	Analyzing the Policy Focus of Primary and Secondary Education	<ol style="list-style-type: none"> <li>1. Calculating Regional Public School Financing</li> <li>2. Explaining Is Money Important?</li> <li>3. Explaining the Relationship Between Educational Inputs and Educational Outcomes</li> <li>4. Addressing School Choice: A Market-Based Approach to Education Reform</li> <li>5. Explaining Test-Based Accountability Programs</li> <li>6. Showing the Teacher Labor Market</li> </ol>	<p><b>Criteria:</b> Non test: Analyzing the Policy Focus of Primary and Secondary Education</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	<p><b>Material:</b> Focus Analysis of Primary and Secondary Education Policy</p> <p><b>Reference:</b> <i>Lovenheim. Michael, Turner. Sarah. 2018. Economics of Education. New York: Worth Publishers. 2018</i></p>	3%
12	Analyzing the Policy Focus of Primary and Secondary Education	<ol style="list-style-type: none"> <li>1. Calculating Regional Public School Financing</li> <li>2. Explaining Is Money Important?</li> <li>3. Explaining the Relationship Between Educational Inputs and Educational Outcomes</li> <li>4. Addressing School Choice: A Market-Based Approach to Education Reform</li> <li>5. Explaining Test-Based Accountability Programs</li> <li>6. Showing the Teacher Labor Market</li> </ol>	<p><b>Criteria:</b> Non test: Analyzing the Policy Focus of Primary and Secondary Education</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	<p><b>Material:</b> Focus Analysis of Primary and Secondary Education Policy</p> <p><b>Reference:</b> <i>Lovenheim. Michael, Turner. Sarah. 2018. Economics of Education. New York: Worth Publishers. 2018</i></p>	3%
13	Analyzing Education Income and Expenditures	<ol style="list-style-type: none"> <li>1. Explaining Education Income Analysis</li> <li>2. Explaining Education Expenditure Analysis</li> <li>3. Showing the Extension of Education in Indonesia</li> </ol>	<p><b>Criteria:</b> Non tests: Analyzing Education Income and Expenditures</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	<p><b>Material:</b> Analyzing Education Income and Expenditures</p> <p><b>Reference:</b> <i>Checchi. Daniele. 2006. The Economic Education: Human Capital Family Background and Inequality. UK: United States of America: Cambridge University Press</i></p>	3%

14	Analyzing Competition and Production in education	<ol style="list-style-type: none"> <li>Demonstrating Markets in Education</li> <li>Shows the structure of the Market in Education</li> <li>Analyzing Competition in the Education Market</li> <li>Measuring Market Competition</li> <li>Demonstrating Price Competition in Education</li> <li>Demonstrating Non-price Competition in Education</li> </ol>	<p><b>Criteria:</b> Non tests: Analyzing Competition and Production in education</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	<p><b>Material:</b> Analyzing Competition and Production in education <b>Library:</b> <i>Lovenheim. Michael, Turner. Sarah. 2018. Economics of Education. New York: Worth Publishers. 2018</i></p>	7%
15	Analyzing Current and Emerging Economic Research	<ol style="list-style-type: none"> <li>Examining Research on Investments in Human Capital and Educational Choice</li> <li>Examining Research on the Rate of Return on Education Costs</li> <li>Examining Research on Demand and Supply for Education</li> <li>Examining Research on Positive Externalities and Government Intervention</li> <li>Examining Research on Education Income and Expenditures</li> <li>Examining Research on Competition and Educational Production</li> <li>Examining Research on Educational Personnel Problems</li> </ol>	<p><b>Criteria:</b> Analyzing Current and Emerging Economic Research</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	Cooperative Learning (CL) to foster social sensitivity and high concern for society and the environment as God's Creation Almighty and intelligent 2 X 50	<p><b>Material:</b> Analyzing Current and Emerging Economic Research <b>Reader:</b> <i>Joel Spring. 2015. Economicization of Education: Human Capital, Global Corporations, Skills-Based Schooling. New York Taylor &amp; Francis Group</i></p>	7%
16	FINAL SEMESTER EXAMINATION (UAS)	FINAL SEMESTER EXAMINATION (UAS)	<p><b>Criteria:</b> FINAL SEMESTER EXAMINATION (UAS)</p> <p><b>Form of Assessment :</b> Test</p>	FINAL SEMESTER EXAMINATION (UAS) 2 X 50	FINAL SEMESTER EXAMINATION (UAS) 2 X 50	<p><b>Material:</b> - <b>Library:</b></p>	30%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	17.16%
2.	Project Results Assessment / Product Assessment	4.33%
3.	Portfolio Assessment	13.83%
4.	Practice / Performance	14.66%
5.	Test	50%
		99.98%

## 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.