


8. CHANGE MANAGEMENT

		Sekolah Tinggi Ilmu Ekonomi YAPAN Surabaya Program Studi Manajemen Bachelor Degree of Management Study Program				Kode Dokumen Document Code	
RENCANA PEMBELAJARAN SEMESTER Semester Lesson Plan							
MATA KULIAH (MK) COURSE		KODE CODE	Rumpun MK CLUSTER	BOBOT (sks) WEIGHT (credits)		SEMES TER	Tgl Penyusunan Compilation Date
Manajemen Perubahan Change Management		MPB-PKW 161417	Manajemen Management	T=3	P=0	6	
OTORISASI AUTHORIZATION		Pengembang RPS Developer		Koordinator RMK Coordinator		Ketua PRODI Head of the Study Program	
				Tutik Winarsih,SE.,MM.,CHCM		Ira Ningrum Resmawa,SE.,MM.,CMA	
Capaian Pembelajaran (CP) Program Learning Outcome (PLO)		CPL-PRODI yang dibebankan pada MK PLO charged in this course					
CPL1 PLO1		Graduates are able to master the theory of management as a whole.					
CPL2 PLO2		Graduates are able to implement management theory in managing organizations effectively.					
CPL5 PLO5		Graduates are able to apply information technology in managing financial, marketing, and human resource data properly.					
CPL6 PLO6		Graduates are able to make strategic decisions for self-development appropriately.					
CPL9 PLO9		Graduates are able to develop an entrepreneurial leadership spirit sustainably.					
		Capaian Pembelajaran Mata Kuliah (CPMK)					

Course Learning Outcome (CLO)	
CPMK1 CLO1	C2. Students are able to explain general models of planning change.
CPMK2 CLO2	C6. Students are able to plan change planning practices.
CPMK3 CLO3	A5. Students are able to show independent, smart, and resilient characters in Change Management learning activities.
CPMK4 CLO4	P5. Students are able to design information technology concepts for leading and managing change.
Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	
Sub-CPMK1 Sub-CLO1	Mahasiswa mampu memahami & mendefinisikan CM, tujuan CM Students are able to understand & define CM, the purpose of CM
Sub-CPMK2 Sub-CLO2	Mahasiswa mampu memahami tren organisasi terkini (Reengineering the Corporation) Students are able to understand the latest organizational trends (Reengineering the Corporation)
Sub-CPMK3 Sub-CLO3	Mahasiswa mampu memahami efektivitas organisasi dapat berlangsung secara kontinu Students are able to understand the effectiveness of the organization can take place continuously
Sub-CPMK4 Sub-CLO4	Mahasiswa mampu memahami efektivitas organisasi dapat berlangsung secara kontinu Students are able to understand the effectiveness of the organization can take place continuously
Sub-CPMK5 Sub-CLO5	Mahasiswa mampu memahami model umum perubahan berencana Students are able to understand the general model of planned change
Sub-CPMK6 Sub-CLO6	Mahasiswa mampu mengaplikasikan perubahan berencana Students are able to apply planned change
Sub-CPMK7 Sub-CLO7	Mahasiswa mampu mengelola perubahan Students are able to manage change
Sub-CPMK8 Sub-CLO8	Mahasiswa mampu memahami motivasi perubahan Students are able to understand the motivation for change
Sub-CPMK9	Mahasiswa mampu memahami bagaimana menciptakan visi perubahan

	Sub-CLO9	Students are able to understand how to create a vision of change
	Sub-CPMK10 Sub-CLO10	Mahasiswa mampu memahami bagaimana strategi membangun dukungan politik Students are able to understand how to build political support
	Sub-CPMK11 Sub-CLO11	Mahasiswa mampu memahami bagaimana mengelola masa transisi dan struktur manajemen perubahan Students are able to understand how to manage transitions and change management structures
	Sub-CPMK12 Sub-CLO12	Mahasiswa mampu menjelaskan bagaimana menjaga momentum perubahan agar berlangsung secara kontinyu Students are able to explain how to maintain the momentum of change so that it takes place continuously
	Sub-CPMK13 Sub-CLO13	Mahasiswa mampu mengidentifikasi dan mengaplikasikan transformasi perubahan Students are able to identify and apply the transformation of change
Deskripsi Singkat MK Brief description of the course	<p>Mata kuliah Manajemen Perubahan diberikan kepada mahasiswa S1 Manajemen untuk tujuan CM, tren organisasi terkini , efektivitas organisasi dapat berlangsung secara kontinu, karakteristik dasar perubahan berencana dan teori-teori perubahan, model umum perubahan berencana, mengaplikasikan perubahan berencana, mengelola perubahan, memahami motivasi perubahan, memahami bagaimana menciptakan visi perubahan, memahami bagaimana strategi membangun dukungan politik, memahami bagaimana mengelola masa transisi dan struktur manajemen perubahan, menjelaskan bagaimana menjaga momentum perubahan agar berlangsung secara kontinyu, mengidentifikasi dan mengaplikasikan transformasi perubahan. Metode pembelajaran yang diterapkan adalah konstruktivis berbasis mahasiswa, dimana mahasiswa aktif dalam mencari sumber belajar dan mengkonstruksi pengetahuannya sesuai dengan tujuan belajar. Strategi belajar yang diterapkan adalah <i>case study</i>, dimana mahasiswa diberikan tugas terstruktur untuk identifikasi masalah implementasi CM pada studi kasus. Output mata kuliah ini adalah laporan studi kasus implementasi CM yang dipresentasikan dalam diskusi kelas.</p> <p>Change Management course is given to Management S1 students for the purpose of CM, current organizational trends, organizational effectiveness can take place continuously, basic characteristics of planned change and theories of change, general model of planned change, applying planned change, managing change, understanding change motivation, understand how to create a vision of change, understand how to build political support strategies, understand how to manage transition periods and change management structures, explain how to keep the momentum of change going continuously, identify and apply transformational change. The learning method applied is student-based constructivist, where students are active in finding learning resources and constructing their knowledge in accordance with learning objectives. The learning strategy applied is a case study, where students are given a structured task to identify CM implementation problems in the case study. The output of this course is a case study report on CM implementation which is presented in a class discussion.</p>	
Bahan Kajian: Materi Pembelajaran Learning Materials	<ol style="list-style-type: none"> 1. Overview of change management 2. Reengineering the corporation 3. Continuous organizational effectiveness 4. Basic characteristics of change planning and theories of change 	

	<ol style="list-style-type: none"> 5. The general model for change planning 6. Leading and managing change 7. Motivate change 8. Creating a vision for change 9. Strategies to build political support 10. Transitional period and change management structure 11. Maintaining the momentum of change to take place continuously 12. Transformation change 		
Pustaka References	<table border="1"> <tr> <td>Utama: Primary:</td> <td></td> </tr> </table>	Utama: Primary:	
	Utama: Primary:		
	<ol style="list-style-type: none"> 1. Bernard Burnes. 2017. Managing change. Pearson Education Limited 2. Thomas G. Cummings, Christopher G. Worley. 2014. Organization Development and Change. Cengage Learning. 3. Jaap J. Boonstra. 2012. Cultural Change and Leadership in Organizations: A Practical Guide to Successful Organizational Change. Publisher WileyHodges, 4. Julie & Gill, Roger. 2014. Sustaining Change in Organizations. Sage Publising 5. Hodges, Julie & Gill, Roger. (2014). Sustaining Change in Organizations. Sage Publising 		
<table border="1"> <tr> <td>Pendukung: Supplement:</td> <td></td> </tr> </table>	Pendukung: Supplement:		
Pendukung: Supplement:			
Dosen Pengampu Lecturers	<p>Tutik Winarsih,SE.,MM.,CHCM Achmad Solihin, ST.,MM Rifki Suwaji,SMn.,MM.,CPS.,CPHCEP</p>		
Matakuliah syarat Requirements course	-		

Mg Ke-Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [<i>Estimasi Waktu</i>] Learning Form, Learning Methods, Student Assignment, [<i>Estimated time</i>]		Materi Pembelajaran [<i>Pustaka</i>] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Bentuk Criteria & Form	Luring (<i>offline</i>)	Daring (<i>online</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Mahasiswa mampu memahami & mendefinisikan CM, tujuan CM Students are able to understand & define CM, the purpose of CM	<ol style="list-style-type: none"> Mahasiswa mampu mendefinisikan manajemen perubahan (CM) Mahasiswa mampu menjelaskan perspektif CM Mahasiswa mampu menjelaskan tujuan CM <ol style="list-style-type: none"> Students are able to define change management (CM) Students are able to explain the perspective of CM Students are able to explain the purpose of CM 	Kriteria: Rubrik holistik Bentuk non-tes: Meringkas materi kuliah Criteria: Holistic rubric Non-test form: Summarize the lecture material	-	Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture) Vilearn Unesa (diskusi) (discussion) [3 x 50 menit] [3 x 50 minutes] Tugas 1: Meringkas definisi, perspektif dan tujuan manajemen perubahan. Summarize the definitions, perspectives and objectives of change management.	1,2,3,4,5	5
2	Mahasiswa mampu memahami tren organisasi terkini	1. Mahasiswa mampu memahami mitos, definisi, dan tujuan rekayasa ulang perusahaan	Kriteria: Rubrik holistik	-	Google Classroom (diskusi) (discussion)	1,2,3,4,5	5

	<p>(Reengineering the Corporation)</p> <p>Students are able to understand the latest organizational trends (Reengineering the Corporation)</p>	<p>2. Mahasiswa mampu memahami unsur pokok rekayasa ulang</p> <p>3. Mahasiswa mampu memahami metode rekayasa ulang</p> <p>1. Students are able to understand the myths, definitions, and objectives of corporate reengineering</p> <p>2. Students are able to understand the basic elements of reengineering</p> <p>3. Students are able to understand reengineering methods</p>	<p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria: Holistic rubric</p> <p>Non-test form: Summarize the lecture material</p>		<p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>[3 x 50 menit] [3 x 50 minutes]</p> <p>Tugas 2: Menyebutkan jenis metode rekayasa ulang dan contohnya dalam organisasi.</p> <p>Mention the types of reengineering methods and examples in organizations.</p>		
3	<p>Mahasiswa mampu memahami efektivitas organisasi dapat berlangsung secara kontinu</p> <p>Students are able to understand the effectiveness of the organization can take place continuously</p>	<p>1. Mahasiswa mampu menjelaskan dan menganalisis efektivitas organisasi yang dapat terjadi secara kontinu</p> <p>2. Mahasiswa mampu menjelaskan faktor-faktor penentu efektivitas organisasi</p> <p>1. Students are able to explain and analyze organizational effectiveness that can occur continuously</p> <p>2. Students are able to explain the determinants of organizational effectiveness</p>	<p>Kriteria: Rubrik holistik</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria: Holistic rubric</p> <p>Non-test form: Summarize the lecture material</p>	-	<p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>[3 x 50 menit] [3 x 50 minutes]</p> <p>Tugas 3 : Menjelaskan bagaimana efektivitas organisasi</p> <p>Explain how organizational effectiveness</p>	1,2,3,4,5	5

4	<p>Mahasiswa mampu memahami efektivitas organisasi dapat berlangsung secara kontinu</p> <p>Students are able to understand the effectiveness of the organization can take place continuously</p>	<p>1. Mahasiswa mampu menjelaskan karakteristik dasar perubahan berencana</p> <p>2. Mahasiswa mampu menjelaskan teori-teori perubahan: Lewin's Change Model, Action Research Model, The Positive Model, Comparisons of Change Models</p> <p>1. Students are able to explain the basic characteristics of planned change</p> <p>2. Students are able to explain the theories of change: Lewin's Change Model, Action Research Model, The Positive Model, Comparison of Change Models</p>	<p>Kriteria: Rubrik holistik</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria: Holistic rubric</p> <p>Non-test form: Summarize the lecture material</p>	-	<p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>[3 x 50 menit] [3 x 50 minutes]</p> <p>Tugas 4 : Membedakan teori-teori perubahan: Lewin's Change Model, Action Research Model, The Positive Model, Comparisons of Change Models</p> <p>Distinguishing theories of change: Lewin's Change Model, Action Research Model, The Positive Model, Comparison of Change Models</p>	1,2,3,4,5	5
5	<p>Mahasiswa mampu memahami model umum perubahan berencana</p> <p>Students are able to understand the general model of planned change</p>	<p>1. Dapat menjelaskan model umum berencana</p> <p>2. Dapat menjelaskan tahap-tahap perubahan berencana</p> <p>3. Mampu membuat rencana perubahan berencana</p> <p>4. Dapat memahami implementasi perubahan</p>	<p>Kriteria: Rubrik holistik</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria:</p>	-	<p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>[3 x 50 menit]</p>	1,2,3,4,5	5

		<p>5. Memahami cara mengevaluasi dan menginstitusionalisasi perubahan</p> <ol style="list-style-type: none"> 1. Can explain the general model of planning 2. Can explain the stages of planned change 3. Able to plan change planning 4. Can understand the implementation of change 5. Understand how to evaluate and institutionalize change 	<p>Holistic rubric</p> <p>Non-test form: Summarize the lecture material</p>		<p>[3 x 50 minutes]</p> <p>Tugas 5: Buat suatu desain model umum perubahan berencana! (Contoh organisasi sebagai obyek analisis)</p> <p>Create a general design model of planned change! (Examples of organization as the object of analysis)</p>		
6-7	<p>Mahasiswa mampu mengaplikasikan perubahan berencana</p> <p>Students are able to apply planned change</p>	<p>Mahasiswa mampu mengidentifikasi masalah-masalah perubahan berencana dan mengaplikasikannya</p> <p>Students are able to identify planned change problems and apply them</p>	<p>Kriteria: Rubrik holistik</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria: Holistic rubric</p> <p>Non-test form: Summarize the lecture material</p>	-	<p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>[3 x 50 menit] [3 x 50 minutes]</p> <p>Tugas 6: Identifikasi masalah implementasi CM pada studi kasus.</p> <p>Identify CM implementation problems in case studies.</p>	1,2,3,4,5	15
8	Evaluasi Tengah Semester / Ujian Tengah Semester						10

Midterm Exam							
9	Mampu memimpin dan mengelola perubahan	<ol style="list-style-type: none"> 1. Mahasiswa mampu memahami bagaimana memimpin dan mengelola perubahan 2. Mahasiswa mampu memahami aktivitas-aktivitas mengelola perubahan yang efektif: memotivasi perubahan, menciptakan visi, membangun dukungan politik, mengelola transisi, mengelola momentum 	<p>Kriteria: Rubrik holistik</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria: Holistic rubric</p> <p>Non-test form: Summarize the lecture material</p>	-	<p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>[3 x 50 menit] [3 x 50 minutes]</p> <p>Tugas 9 : Jelaskan aktivitas-aktivitas apa yg harus dilakukan manajer CM untuk memimpin dan mengelola perubahan?</p> <p>Describe what activities a CM manager must perform to lead and manage change?</p>	1,2,3,4,5	5
10	Mampu memotivasi perubahan	<ol style="list-style-type: none"> 1. Mahasiswa mampu memahami bagaimana memotivasi perubahan 2. Mahasiswa mampu memahami bagaimana menciptakan kesiapan terhadap perubahan 3. Mahasiswa memahami cara untuk mengurangi resistensi perubahan 	<p>Kriteria: Rubrik holistik</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria: Holistic rubric</p> <p>Non-test form:</p>	-	<p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>[3 x 50 menit] [3 x 50 minutes]</p> <p>Tugas 10: Jelaskan bagaimana memotivasi dan</p>	1,2,3,4,5	5

			Summarize the lecture material		menanamkan perubahan? Explain how to motivate and instill change?		
11	Mampu bagaimana menciptakan visi perubahan	<ol style="list-style-type: none"> 1. Mahasiswa mampu menjelaskan ideologi inti 2. Mahasiswa mampu mengkonstrak visi masa depan <ol style="list-style-type: none"> 1. Students are able to explain the core ideology 2. Students are able to construct a vision of the future 	<p>Kriteria: Rubrik holistik</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria: Holistic rubric</p> <p>Non-test form: Summarize the lecture material</p>	-	<p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>[3 x 50 menit] [3 x 50 minutes]</p> <p>Tugas 11: Deskripsikan ideologi inti? Describe the core ideology?</p>	1,2,3,4,5	5
12	Memahami bagaimana strategi membangun dukungan politik	<ol style="list-style-type: none"> 1. Dapat memahami bagaimana menugaskan agen perubahan 2. Dapat mengidentifikasi stakeholder kunci 3. Dapat menjelaskan bagaimana cara mempengaruhi stakeholder <ol style="list-style-type: none"> 1. Can understand how to assign change agents 2. Can identify key stakeholders 3. Can explain how to influence stakeholders 	<p>Kriteria: Rubrik holistik</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria: Holistic rubric</p> <p>Non-test form:</p>		<p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>[2 x 3 x 50 menit] [2 x 3 x 50 minutes]</p> <p>Tugas 12:</p>	1,2,3,4,5	5

			Summarize the lecture material		Identifikasi yang menjadi stakeholder kunci! Identify the key stakeholders!		
13	Mampu mengelola masa transisi dan memahami struktur manajemen perubahan	<ol style="list-style-type: none"> 1. Dapat menjelaskan bagaimana mengelola masa transisi 2. Dapat membuat rencana aktivitas dan komitmen perubahan 3. Mengetahui struktur manajemen perubahan <ol style="list-style-type: none"> 1. Can explain how to manage the transition period 2. Can make activity plans and change commitments 3. Know the structure of change management 	<p>Kriteria: Rubrik holistik</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria: Holistic rubric</p> <p>Non-test form: Summarize the lecture material</p>		<p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>[3 x 50 menit] [3 x 50 minutes]</p> <p>Tugas 13: Jelaskan cara mengelola masa transisi!</p> <p>Explain how to manage the transition period!</p>	1,2,3,4,5	5
14	Mampu menjelaskan bagaimana menjaga momentum perubahan agar berlangsung secara kontinyu	<ol style="list-style-type: none"> 1. Dapat menjelaskan cara menjaga kontinuitas momentum perubahan 2. Dapat menjelaskan bagaimana membangun sistem dukungan agen perubahan 3. Dapat menjelaskan cara mengembangkan kompetensi baru dan perilaku baru 4. Mampu menyiapkan kursus <ol style="list-style-type: none"> 1. Can explain how to maintain continuity of momentum of change 2. Can explain how to build a change agent support system 	<p>Kriteria: Rubrik holistik</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria: Holistic rubric</p> <p>Non-test form:</p>		<p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>[2 x 3 x 50 menit] [2 x 3 x 50 minutes]</p> <p>Tugas 14: Jelaskan bagaimana membangun sistem</p>	1,2,3,4,5	5

		<p>3. Can explain how to develop new competencies and new behaviors</p> <p>4. Able to prepare courses</p>	Summarize the lecture material		<p>dukungan agen perubahan!</p> <p>Explain how to build a change agent support system!</p>	
15	Mampu mengidentifikasi dan mengaplikasikan transformasi perubahan	<p>1. Dapat menjelaskan karakteristik transformasi perubahan</p> <p>2. Dapat mendiskripsikan culture change</p> <p>3. Dapat mendiskripsikan Self-Designing Organizations, Organizational Learning & Knowledge Management</p> <p>1. Can explain the characteristics of the transformation of change</p> <p>2. Can describe culture change</p> <p>3. Can describe Self-Designing Organizations, Organizational Learning & Knowledge Management</p>	<p>Kriteria: Rubrik holistik</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria: Holistic rubric</p> <p>Non-test form: Summarize the lecture material</p>		<p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>[2 x 3 x 50 menit] [2 x 3 x 50 minutes]</p> <p>Tugas 15: Bagaimana mengkontinyukan transformasi perubahan administrasi?</p> <p>How to continue the transformation of administrative changes?</p>	5
16	Evaluasi Akhir Semester / Ujian Akhir Semester Final Semester Examination					15

Catatan:

1. Capaian Pembelajaran PRODI (CPL-PRODI) adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan, dan keterampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. CPL yang dibebankan pada mata kuliah adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/ pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, keterampilan umum, keterampilan khusus, dan pengetahuan.

3. CP Mata Kuliah (CPMK) adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. Sub-CP Mata Kuliah (Sub-CPMK) adalah kemampuan yang dijabarkan secara spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. Indikator penilaian kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. Kriteria Penilaian adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif dan kualitatif.
7. Teknik penilaian: tes dan non-tes.
8. Bentuk pembelajaran: Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian kepada Masyarakat, dan/atau bentuk pembelajaran lain yang setara.
9. Metode pembelajaran: Small Group Discussion, Role-play & simulation, discovery learning, self-directed learning, cooperative learning, collaborative learning, contextual learning, project-based learning, dan metode lainnya yang setara.
10. Materi pembelajaran adalah rincian atau uraian dari bahan kajian yang dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. Bobot penilaian adalah prosentase penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tersebut dan totalnya 100%.
12. PB=Proses Belajar, PT=Penugasan Terstruktur, KM=Kegiatan Mandiri.

Notes:

1. Learning Outcomes of Study Programs (CPL-PRODI) are abilities possessed by each graduate of the Study Program which are the internalization of attitudes, assignment of knowledge, and skills according to the level of study programs obtained through the learning process.
2. The CPL that is charged to the course is a number of learning outcomes for graduates of the study program (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitudes, general skills, special skills, and knowledge.
3. Course CP (CPMK) is the ability that is specifically described from the CPL that is charged to the course, and is specific to the study material or learning material for the course.
4. Subject Sub-CP (Sub-CPMK) is the ability that is described specifically for the learning material of the course.
5. Indicators of the assessment of 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 measures or benchmarks for learning achievement in assessment based on predetermined indicators. The assessment criteria are guidelines for assessors so that the assessment is consistent and unbiased. Criteria can be both quantitative and qualitative.
7. Assessment techniques: 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 that can be presented in the form of several main points and sub-topics.
11. The weight of the assessment is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK and the total is 100%.
12. PB=Learning Process, PT=Structured Assignments, KM=Independent Activities.