


37. ORGANIZATIONAL BEHAVIOR

		Sekolah Tinggi Ilmu Ekonomi YAPAN Surabaya Program Studi S1 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)		SEMESTER	Tgl Penyusunan Compilation Date
Perubahan Organisasi Organizational Behavior		MPB-PKW 161317	SDM Human Resources	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 Rifki Suwaji., SMn., MM., CPS., CPHCEP		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		Lulusan mampu menguasai teori bidang manajemen secara menyeluruh. Graduates are able to master the theory of management as a whole.					
CPL2 PLO2		Lulusan mampu mengimplementasikan teori bidang manajemen dalam mengelola organisasi secara efektif. Graduates are able to implement management theory in managing organizations effectively.					
CPL4 PLO4		Lulusan mampu beradaptasi terhadap konteks permasalahan bisnis yang dihadapi dengan baik. Graduates are able to adapt to dealing with business problems.					
CPL8 PLO8		Lulusan mampu mengelola organisasi secara etis. Graduates are able to manage organizations ethically.					
CPL9 PLO9		Lulusan mampu mengembangkan jiwa entrepreneurial leadership secara berkelanjutan. Graduates are able to develop an entrepreneurial leadership spirit sustainably.					
		Capaian Pembelajaran Mata Kuliah (CPMK) Course Learning Outcome (CLO)					

CPMK1 CLO1	C4. Mahasiswa mampu menelaah teori perubahan organisasi dan pembelajaran organisasi dengan tepat. C4. Students are able to analyze theories of organizational change and organizational learning appropriately.
CPMK2 CLO2	C4. Mahasiswa mampu mengaitkan teknologi informasi dalam bidang manajemen secara benar. C4. Students are able to relate information technology to management properly.
CPMK3 CLO3	P5. Mahasiswa mampu membuat keputusan strategis berdasarkan analisis informasi dan data perubahan organisasi dan model pembelajaran dalam organisasi P5. Students are able to make strategic decisions based on analysis of information and organizational change data and learning models in organization.
CPMK4 CLO4	A5. Mahasiswa mampu menunjukkan karakter cerdas dan tangguh di dalam kegiatan kerja perubahan organisasi dan pembelajaran dalam organisasi. A5. Students are able to show smart and tough character in organizational change work activities and learning in organizations.
Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	
Sub-CPMK1 Sub-CLO1	Memahami & mendefinisikan CM, tujuan CM Understand & define CM, the purpose of CM
Sub-CPMK2 Sub-CLO2	Mengetahui dan memahami tren organisasi terkini (Reengineering the Corporation) Knowing and understanding the latest organizational trends (Reengineering the Corporation)
Sub-CPMK3 Sub-CLO3	Mengetahui efektivitas organisasi dapat berlangsung secara kontinu Knowing the effectiveness of the organization can take place continuously
Sub-CPMK4 Sub-CLO4	Mengetahui karakteristik dasar perubahan berencana dan teori-teori perubahan Knowing the basic characteristics of planned change and theories of change
Sub-CPMK5 Sub-CLO5	Memahami model umum perubahan berencana Understand the general model of planned change
Sub-CPMK6 Sub-CLO6	Mampu memimpin dan mengelola perubahan Able to lead and manage change
Sub-CPMK7 Sub-CLO7	Mampu memotivasi perubahan Able to motivate change
Sub-CPMK8 Sub-CLO8	Mampu bagaimana menciptakan visi perubahan Able to create a vision of change
Sub-CPMK9 Sub-CLO9	Memahami bagaimana strategi membangun dukungan politik Understand how strategies build political support
Sub-CPMK10	Mampu mengelola masa transisi dan memahami struktur manajemen perubahan Able to manage transition period and understand change management structure

	Sub-CLO10												
	Sub-CPMK11 Sub-CLO11	Mampu menjelaskan bagaimana menjaga momentum perubahan agar berlangsung secara kontinyu Able to explain how to maintain the momentum of change so that it takes place continuously											
	Sub-CPMK12 Sub-CLO12	Mampu mengidentifikasi dan mengaplikasikan transformasi perubahan Able to identify and apply change transformation											
Korelasi CPMK terhadap Sub-CPMK Correlation of CLO to Sub-CLO													
	Sub-CPMK1 Sub-CLO1	Sub-CPMK2 Sub-CLO2	Sub-CPMK3 Sub-CLO3	Sub-CPMK4 Sub-CLO4	Sub-CPMK5 Sub-CLO5	Sub-CPMK6 Sub-CLO6	Sub-CPMK7 Sub-CLO7	Sub-CPMK8 Sub-CLO8	Sub-CPMK9 Sub-CLO9	Sub-CPMK10 Sub-CLO10	Sub-CPMK11 Sub-CLO11	Sub-CPMK12 Sub-CLO12	
CPMK1 CLO1	V	V	V	V	V	V		V					
CPMK2 CLO2			V	V	V			V					
CPMK3 CLO3						V	V	V	V	V	V	V	
CPMK4 CLO4						V		V		V	V	V	
Deskripsi Singkat MK Brief description of the course	<p>Mata kuliah ini membahas konsep perubahan organisasi, dan pembelajaran organisasi terkait dengan perubahan lingkungan yang demikian cepat tidak lagi dapat diatasi dengan proses perkembangan yang alamiah dan “mengalir mengikuti arus”. Desain pengembangan untuk mewujudkan perubahan yang terencana sangat dibutuhkan agar organisme (manusia maupun organisasi) dapat berkembang ke arah positif dan mampu menghadapi lingkungannya. Metode pembelajaran menggunakan <i>project based learning</i>.</p> <p>This course discusses the concept of organizational change, and organizational learning related to such rapid environmental changes can no longer be overcome by a natural development process and "flows with the flow". Design development to realize planned changes is needed so that organisms (humans and organizations) can develop in a positive direction and be able to face their environment. The learning method uses project based learning.</p>												
Bahan Kajian: Materi Pembelajaran Learning Materials	<ol style="list-style-type: none"> 1. Change management 2. Recent organizational trends 3. Organizational effectiveness 4. The basic characteristics of change planning and theories of change 												

	<ol style="list-style-type: none"> 5. Organizational change models 6. Leading and managing change 7. Motivate change 8. Creating a vision for change 9. Strategy to build political support 10. Manage transition and change management structures 11. Maintain the momentum of change 12. Transformation change 						
Pustaka References	<table border="1"> <tr> <td>Utama: Primary:</td> <td></td> </tr> <tr> <td> <ol style="list-style-type: none"> 1. Thomas G. Cummings and Christopher G. Worley. 2015. Organization development & Change. Tenth Edition. Cengage Learning. Stamford, CT 06902 USA. 2. W. Warner Burke and Debra A. Noumair. 2015. Organization Development: a process of learning and changing. Third Edition. Pearson Education, Inc. Upper Saddle River, New Jersey 07458. 3. Boonstra. 2008. Dynamics of Organizational Change and Learning. Wiley. 4. Uyung, Sulaksana. 2003. Managemen Perubahan. Yogyakarta : Pustaka Pelajar. 5. Burnes, Bernard. 2004. Managing Change, Fourth Edition, Pearson-Prentice Hall (BURNES) 6. Carnall, Colin. 2003. Managing Change in Organisation. Fourth Edition, Pearson-Prentice Hall (CARNALL) 7. Cummings, Thomas G., dan Worley, Christopher G. 2005. Organization Development and Change. Eighth Edition. Thomson Corporation (CUMMINGS) </td> <td></td> </tr> <tr> <td>Pendukung: Supplement:</td> <td></td> </tr> </table>	Utama: Primary:		<ol style="list-style-type: none"> 1. Thomas G. Cummings and Christopher G. Worley. 2015. Organization development & Change. Tenth Edition. Cengage Learning. Stamford, CT 06902 USA. 2. W. Warner Burke and Debra A. Noumair. 2015. Organization Development: a process of learning and changing. Third Edition. Pearson Education, Inc. Upper Saddle River, New Jersey 07458. 3. Boonstra. 2008. Dynamics of Organizational Change and Learning. Wiley. 4. Uyung, Sulaksana. 2003. Managemen Perubahan. Yogyakarta : Pustaka Pelajar. 5. Burnes, Bernard. 2004. Managing Change, Fourth Edition, Pearson-Prentice Hall (BURNES) 6. Carnall, Colin. 2003. Managing Change in Organisation. Fourth Edition, Pearson-Prentice Hall (CARNALL) 7. Cummings, Thomas G., dan Worley, Christopher G. 2005. Organization Development and Change. Eighth Edition. Thomson Corporation (CUMMINGS) 		Pendukung: Supplement:	
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Pendukung: Supplement:							
Dosen Pengampu Lecturers	Tutik Winarsih,SE.,MM.,CHCM Rifki Suwaji.,SMn.,MM.,CPS.,CPHCEP Dr.Fariz,SE.,MM.,ICPM						
Matakuliah syarat Requirements course	Mahasiswa yang telah menempuh menempuh matakuliah Manajemen Sumber Daya Manusia Students have taken HR Management.						

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, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Memahami & mendefinisikan CM, tujuan CM Understand & define CM, the purpose of CM	1. Mampu mendefinisikan CM dan tujuan CM 2. Mampu menjelaskan perspektif CM 1. Able to define CM and CM goals 2. Able to explain the perspective of CM	Kriteria: Rubrik Holistik Criteria: Holistic Rubric Bentuk non-tes: Meringkas ruang lingkup dan perkembangan CM Non-test form: Summarizing the scope and development of CM	-	Discussion, case study Google Meet (kuliah) (discussion) (lecture) Google Classroom Tugas 1: Menyusun ringkasan dari materi pembelajaran. Task 1: Compile a summary of the learning materials. [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]	1,2	5
2-3	Mengetahui dan memahami tren organisasi terkini	1. Mampu memahami tren organisasi abad 21, tujuan dan rekayasa ulang perusahaan 2. Mampu menentukan metode rekayasa ulang perusahaan	Kriteria: Rubrik Holistik Criteria:	-	discussion, case study Google Meet (kuliah) (discussion) (lecture)	1,2,3	10

	<p>(Reengineering the Corporation)</p> <p>Knowing and understanding the latest organizational trends (Reengineering the Corporation)</p>	<ol style="list-style-type: none"> 1. Able to understand 21st century organizational trends, goals and corporate reengineering 2. Able to determine company reengineering method 	<p>Holistic Rubric</p> <p>Bentuk non-tes: Meringkas trend organisasi abad 21, dan menentukan metode rekayasa ulang organisasi</p> <p>Non-test form: Summarize 21st century organizational trends, and define organizational reengineering methods</p>		<p>Google Classroom</p> <p>Tugas 1: Menyusun ringkasan Organisasi Abad 21 Mitos, definisi, dan tujuan rekayasa ulang perusahaan Unsur pokok rekayasa ulang Metode rekayasa ulang.</p> <p>Task 1: Summarizing the 21st Century Organization Myth, definition, and purpose of corporate reengineering Key elements of reengineering Reengineering methods. [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]</p>		
4-5	<p>Mengetahui efektivitas organisasi dapat berlangsung secara kontinu</p> <p>Knowing the effectiveness of the organization can take place continuously</p>	<ol style="list-style-type: none"> 1. Mampu menjelaskan dan menganalisis efektivitas organisasi yang dapat terjadi secara kontinu 2. Mampu menjelaskan faktor-faktor penentu efektivitas organisasi <ol style="list-style-type: none"> 1. Able to explain and analyze organizational effectiveness that can occur continuously 2. Able to explain the determinants of organizational effectiveness 	<p>Kriteria: Rubrik Holistik</p> <p>Criteria: Holistic Rubric</p> <p>Bentuk non-tes: Meringkas Efektivitas organisasional</p>	-	<p>Discussion, case study Google Meet (kuliah) (discussion) (lecture) Google Classroom</p> <p>Tugas 1: Menyusun ringkasan Efektivitas organisasional Berkesinambungan dan</p>	1,2,3	10

			Berkesinambungan Non-test form: Summarizing Organizational Effectiveness Continuous		Efektivitas organisasi Determinan. Task 1: Compile a summary of Organizational Effectiveness on an ongoing basis and Organizational Effectiveness Determinants. [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]		
6	Mengetahui karakteristik dasar perubahan berencana dan teori-teori perubahan Knowing the basic characteristics of planned change and theories of change	1. Mampu menjelaskan karakteristik dasar perubahan berencana 2. Mampu menjelaskan teori-teori perubahan: Lewin's Change Model, Action Research Model, The Positive Model, Comparisons of Change Models 1. Able to explain the basic characteristics of planned change 2. Able to explain theories of change: Lewin's Change Model, Action Research Model, The Positive Model, Comparison of Change Models	Kriteria: Rubrik Holistik Criteria: Holistic Rubric Bentuk non-tes: Meringkas tahap Perubahan Berencana Non-test form: Summarizing the stages of Planned Change	-	Discussion, case study Google Meet (kuliah) (discussion) (lecture) Google Classroom Tugas 1: Menyusun Karakteristik perubahan berencana. Task 1: Develop Characteristics of planned change. [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]	1,2,3	5
7	Memahami model umum perubahan berencana Understand the general model of planned change	1. Mampu menjelaskan model umum berencana 2. Mampu menjelaskan tahap-tahap perubahan berencana	Kriteria: Rubrik Holistik Criteria: Holistic Rubric	-	Discussion, case study Google Meet (kuliah) (discussion) (lecture) Google Classroom	1,2,4	10

		<ol style="list-style-type: none"> 3. Mampu membuat rencana perubahan berencana 4. Mampu memahami implementasi perubahan 5. Mampu memahami cara mengevaluasi dan menginstitusionalisasi perubahan <ol style="list-style-type: none"> 1. Able to explain general planning model 2. Able to explain the stages of planned change 3. Able to plan change planning 4. Able to understand the implementation of change 5. Able to understand how to evaluate and institutionalize change 	<p>Bentuk non-tes: Meringkas rencana, model, tahap, dan evaluasi Perubahan Berencana</p>		<p>Tugas 1: Menyusun tahap-tahap perubahan berencana.</p> <p>Task 1: Develop Characteristics of planned change. [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]</p>			
8	Evaluasi Tengah Semester / Ujian Tengah Semester Midterm Exam							
9	<p>Mampu memimpin dan mengelola perubahan</p> <p>Able to lead and manage change</p>	<ol style="list-style-type: none"> 1. Mampu memahami bagaimana memimpin dan mengelola perubahan 2. Mampu mengetahui aktivitas-aktivitas mengelola perubahan yang efektif: memotivasi perubahan, menciptakan visi, membangun dukungan politik, mengelola transisi, mengelola momentum <ol style="list-style-type: none"> 1. Able to understand how to lead and manage change 2. Able to know the activities of managing effective change: motivating change, creating a vision, building political support, managing transitions, managing momentum 	<p>Kriteria: Rubrik Holistik</p> <p>Criteria: Holistic Rubric</p> <p>Bentuk non-tes: Meringkas Memimpin dan Mengelola Perubahan</p> <p>Non-test form: Summarizing Leading and Managing Change</p>	-	<p>Discussion, case study Google Meet (kuliah) (discussion) (lecture) Google Classroom</p> <p>Tugas 1: Menyusun aktivitas-aktivitas mengelola perubahan yang efektif.</p> <p>Task 1: Develop effective change management activities. [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]</p>	1,2,3	10	

<p>10</p>	<p>Mampu memotivasi perubahan</p> <p>Able to motivate change</p>	<p>1. Memahami bagaimana memotivasi perubahan</p> <p>2. Mampu menciptakan kesiapan terhadap perubahan</p> <p>3. Mampu mengurangi resistensi perubahan</p> <p>1. Understand how to motivate change</p> <p>2. Able to create readiness for change</p> <p>3. Able to reduce resistance to change</p>	<p>Kriteria: Rubrik Holistik</p> <p>Criteria: Holistic Rubric</p> <p>Bentuk non-tes: Meringkas bagaimana memotivasi perubahan, menciptakan kesiapan perubahan Meminimalisasi resistensi perubahan</p> <p>Non-test form: Summarizing how to motivate change, create change readiness Minimize resistance to change</p>	<p>-</p>	<p>Discussion, case study Google Meet (kuliah) (discussion) (lecture) Google Classroom</p> <p>Tugas 1: Menyusun cara memotivasi, dan menanamkan kesiapan perubahan, serta mengurangi resistensi perubahan.</p> <p>Task 1: Develop ways to motivate, and instill readiness for change, and reduce resistance to change. [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]</p>	<p>1,2,3</p>	<p>10</p>
<p>11</p>	<p>Mampu bagaimana menciptakan visi perubahan</p> <p>Able to create a vision of change</p>	<p>1. Mampu menjelaskan ideologi inti</p> <p>2. Dapat mengkonstrak visi masa depan</p> <p>1. Able to explain core ideology</p> <p>2. Can construct a vision of the future</p>	<p>Kriteria: Rubrik Holistik</p> <p>Criteria: Holistic Rubric</p> <p>Bentuk non-tes:</p>	<p>-</p>	<p>Discussion, case study Google Meet (kuliah) (discussion) (lecture) Google Classroom</p> <p>Tugas 1:</p>	<p>1,2,4</p>	<p>5</p>

			<p>Mendeskripsikan ideologi inti Mengkonstrak visi masa depan</p> <p>Non-test form: Describe the core ideology Constructing a vision of the future</p>		<p>Menyusun Mendeskripsikan ideologi inti, Mengkonstrak visi masa depan.</p> <p>Task 1: Compile Describe the core ideology, Construct a vision of the future. [PB: 1x(3x50'')] [PT+KM: (1+1)x(3x60'')]</p>		
12	<p>Memahami bagaimana strategi membangun dukungan politik</p> <p>Understand how strategies build political support</p>	<ol style="list-style-type: none"> 1. Mampu memahami bagaimana menugaskan agen perubahan 2. Mampu mengidentifikasi stakeholder kunci 3. Mampu menjelaskan bagaimana cara mempengaruhi stakeholder <ol style="list-style-type: none"> 1. Able to understand how to assign change agents 2. Able to identify key stakeholders 3. Able to explain how to influence stakeholders 	<p>Kriteria: Rubrik Holistik</p> <p>Criteria: Holistic Rubric</p> <p>Bentuk non-tes: Menyusun bagaimana membangun dukungan politik terhadap stakeholder</p> <p>Non-test form: Develop how to build political support for stakeholders</p>	-	<p>Discussion, case study Google Meet (kuliah) (discussion) (lecture) Google Classroom</p> <p>Tugas 1: Menyusun identifikasi stakeholder kunci.</p> <p>Task 1: Develop identification of key stakeholders [PB: 1x(3x50'')] [PT+KM: (1+1)x(3x60'')]</p>	1,4,5	5
13	<p>Mampu mengelola masa transisi dan memahami</p>	<ol style="list-style-type: none"> 1. Mampu menjelaskan bagaimana mengelola masa transisi 	<p>Kriteria: Rubrik Holistik</p>	-	<p>Discussion, case study Google Meet (kuliah) (discussion)</p>	1,2,3	10

	<p>struktur manajemen perubahan</p> <p>Able to manage transition period and understand change management structure</p>	<ol style="list-style-type: none"> 2. Mampu membuat rencana aktivitas dan komitmen perubahan 3. Mampu Mengetahui struktur manajemen perubahan <ol style="list-style-type: none"> 1. Able to explain how to manage transition period 2. Able to make activity plans and change commitments 3. Able to know the structure of change management 	<p>Criteria: Holistic Rubric</p> <p>Bentuk non-tes: Merencanakan, dan bagaimana mengelola aktivitas dan komitmen pada masa transisi</p> <p>Non-test form: Planning, and how to manage activities and commitments in transition</p>		<p>(lecture) Google Classroom</p> <p>Tugas 1: Menyusun rencana aktivitas dan komitmen masa transisi.</p> <p>Task 1: Prepare activity plans and transitional commitments. [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]</p>		
14	<p>Mampu menjelaskan bagaimana menjaga momentum perubahan agar berlangsung secara kontinyu</p> <p>Able to explain how to maintain the momentum of change so that it takes place continuously</p>	<ol style="list-style-type: none"> 1. Mampu menjelaskan cara menjaga kontinuitas momentum perubahan 2. Mampu menjelaskan bagaimana membangun sistem dukungan agen perubahan 3. Mampu menjelaskan cara mengembangkan kompetensi baru dan perilaku baru 4. Mampu menyiapkan kursus <ol style="list-style-type: none"> 1. Able to explain how to maintain continuity of momentum of change 2. Able to explain how to build a change agent support system 3. Able to explain how to develop new competencies and new behaviors 4. Able to prepare courses 	<p>Kriteria: Rubrik Holistik</p> <p>Criteria: Holistic Rubric</p> <p>Bentuk non-tes: Merencanakan, Mengembangkan kompetensi baru dan skill baru Memperkuat perilaku-perilaku baru</p> <p>Non-test form:</p>	-	<p>Discussion, case study Google Meet (kuliah) (discussion) (lecture) Google Classroom</p> <p>Tugas 1: Menyusun identifikasi kompetensi, skill, dan perilaku baru yang dibutuhkan.</p> <p>Task 1: Develop identification of competencies, skills, and new behaviors needed. [PB: 1x(3x50")]</p>	1,4,5	10

			Planning, Developing new competencies and new skills Reinforce new behaviors		[PT+KM: (1+1)x(3x60'')]		
15	Mampu mengidentifikasi dan mengaplikasikan transformasi perubahan Able to identify and apply change transformation	<ol style="list-style-type: none"> 1. Mampu menjelaskan karakteristik transformasi perubahan 2. Mampu mendiskripsikan culture change 3. Mampu mendiskripsikan Self-Designing Organizations, Organizational Learning & Knowledge Management <ol style="list-style-type: none"> 1. Able to explain the characteristics of change transformation 2. Able to describe culture change 3. Able to describe Self-Designing Organizations, Organizational Learning & Knowledge Management 	<p>Kriteria: Rubrik Holistik</p> <p>Criteria: Holistic Rubric</p> <p>Bentuk non-tes: Menyusun Karakteristik Transformasi Perubahan, Perubahan Kultur, Self-Designing Organizations</p> <p>Non-test form: Develop Characteristics of Transformation of Change, culture change, Self-Designing Organizations</p>	-	<p>Discussion, case study Google Meet (kuliah) (discussion) (lecture) Google Classroom</p> <p>Tugas 1: Menyusun self-designing organizations.</p> <p>Task 1: Organize self-designing organizations. [PB: 1x(3x50'')] [PT+KM: (1+1)x(3x60'')]</p>	1,4,5	10
16	Evaluasi Akhir Semester / Ujian Akhir Semester Final Semester Examination						

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 prodinya 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.