



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Music Arts Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																				
Basic Percussion Instruments for Youth Level	9122103042		T=3	P=0	ECTS=4.77	3	July 19, 2024																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																					
			Agus Suwahyono, S.Sn., M.Pd.																																																																																																					
Learning model	Case Studies																																																																																																										
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																										
	PLO-6	Able to apply concepts about the characteristics of musical development through designing and implementing musical activities																																																																																																									
	PLO-13	Mastering the concept of the characteristics of musical development through designing and implementing musical activities																																																																																																									
	PLO-27	Demonstrate a responsible attitude towards work in their field of expertise independently																																																																																																									
	PLO-30	Able to demonstrate independent, quality and measurable performance																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	CPMK-S: Have a high level of discipline and responsibility in playing the piano instrument.																																																																																																									
	PO - 2	SPMK-KU: Utilizing learning resources and ICT to support the design and implementation of Junior Level Basic Instrument courses (piano expertise) including literature study to obtain data on the shape of piano models and piano playing techniques, browsing the internet to obtain data on the shape of piano instrument practice patterns the latest by downloading on free or paid sites.																																																																																																									
	PO - 3	CPMK-KK: Design/ compose/ discuss/ present/ form new patterns on the piano instrument.																																																																																																									
	PO - 4	CPMK-P: Have knowledge of the piano instrument, skills in playing the piano instrument with various techniques at the Junior level, and can present songs for practicing the piano instrument in front of the class.																																																																																																									
	PLO-PO Matrix																																																																																																										
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 15%;">P.O</td> <td style="width: 15%;">PLO-6</td> <td style="width: 15%;">PLO-13</td> <td style="width: 15%;">PLO-27</td> <td style="width: 15%;">PLO-30</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>PO-1</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> </tr> <tr> <td>PO-3</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> </tr> </table>						P.O	PLO-6	PLO-13	PLO-27	PLO-30			PO-1							PO-2							PO-3							PO-4																																																																							
	P.O	PLO-6	PLO-13	PLO-27	PLO-30																																																																																																						
	PO-1																																																																																																										
	PO-2																																																																																																										
PO-3																																																																																																											
PO-4																																																																																																											
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																											
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 15%;">P.O</td> <td colspan="16" style="width: 85%;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> <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> </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																
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																																																																																																											
Short Course Description	This course contains mastery of knowledge and technical skills of basic percussion instruments at youth level. The discussion includes Single Paradiddle, Double Paradiddle, Paradiddle-diddle techniques, using the form of rhythm patterns and etudes at a young level.																																																																																																										
References	Main :																																																																																																										

1. Lattham Rick. 1980. Advanced Funk Studies . Los Angeles: Rick Latham Publishing Company
2. Houllib, Murray. 1980. The Fusion Drummer . USA: Alfred Publishing Company
3. _____. Drums 2. USA: Yamaha Music Foundation.
4. _____. 1972. Ultimate Realistic Rock . California: Carmine Appice Enterprises Inc
5. Laszlo, Bert. 1982. Latin Druming. USA: Theodore Presser Co.
6. L Moot, Vincent. 1956. Evolution Of Druming. USA: Chas H Hansen Music Corp.

Supporters:

Supporting lecturer

Joko Winarko, S.Sn., M.Sn.
Senyum Sadhana, S.Sn., 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	Able to play the scales C, G, D, A, E, B, F, bB, bE, bA major, and able to identify block notes in a piano repertoire correctly.	<ol style="list-style-type: none"> 1.Able to identify notation members in the C, G, D, A, E, B, F, bB, bE, bA major scales. 2.Able to apply the C, G, D, A, E, B, F, bB, bE, bA major scales with the correct finger numbering. 3.Able to play piano repertoire with notation that matches sheet music. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to identify notation members in the C, G, D, A, E, B, F, bB, bE, bA major scales. 2.Able to apply the C, G, D, A, E, B, F, bB, bE, bA major scales with the correct finger numbering. 3.Able to apply the C, G, D, A, E, B, F, bB, bE, bA major scales with the correct finger numbering. <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests</p>	Direct instruction; Discussion; Brainstorming 3 X 50	Synchronous; Discussion; Brainstorm 3 x 50		5%
2	Able to play the scales C, G, D, A, E, B, F, bB, bE, bA major, and able to identify block notes in a piano repertoire correctly.	<ol style="list-style-type: none"> 1.Able to identify notation members in the C, G, D, A, E, B, F, bB, bE, bA major scales. 2.Able to apply the C, G, D, A, E, B, F, bB, bE, bA major scales with the correct finger numbering. 3.Able to play piano repertoire with notation that matches sheet music. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to identify notation members in the C, G, D, A, E, B, F, bB, bE, bA major scales. 2.Able to apply the C, G, D, A, E, B, F, bB, bE, bA major scales with the correct finger numbering. 3.Able to play piano repertoire with notation that matches sheet music. <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction; Discussion; Brainstorming 3 X 50	Synchronous; Discussion; Brainstorm 3 x 50		5%

3	Able to play the scales C, G, D, A, E, B, F, bB, bE, bA major, and able to identify block notes in a piano repertoire correctly.	<ol style="list-style-type: none"> 1. Able to identify notation members in the C, G, D, A, E, B, F, bB, bE, bA major scales. 2. Able to apply the C, G, D, A, E, B, F, bB, bE, bA major scales with the correct finger numbering. 3. Able to play piano repertoire with notation that matches sheet music. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to identify notation members in the C, G, D, A, E, B, F, bB, bE, bA major scales. 2. Able to apply the C, G, D, A, E, B, F, bB, bE, bA major scales with the correct finger numbering. 3. Able to play piano repertoire with notation that matches sheet music. <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction; Discussion; Brainstorming 3 X 50	Synchronous; Discussion; Brainstorm 3 x 50		5%
4	Able to play the C, G, D, A, E, B, F, bB, bE, bA major scales fluently, and able to play etudes and piano repertoire with proper articulation.	<ol style="list-style-type: none"> 1. Able to apply the C, G, D, A, E, B, F, bB, bE, bA major scales with the correct finger numbering. 2. Able to play piano repertoire with proper articulation and finger numbering. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to apply the C, G, D, A, E, B, F, bB, bE, bA major scales with the correct finger numbering. 2. Able to play piano repertoire with proper articulation and finger numbering. <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		5%
5	Able to play the C, G, D, A, E, B, F, bB, bE, bA major scales fluently, and able to play etudes and piano repertoire with proper articulation.	<ol style="list-style-type: none"> 1. Able to apply the C, G, D, A, E, B, F, bB, bE, bA major scales with the correct finger numbering. 2. Able to play piano repertoire with proper articulation and finger numbering. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to apply the C, G, D, A, E, B, F, bB, bE, bA major scales with the correct finger numbering. 2. Able to play piano repertoire with proper articulation and finger numbering. <p>Form of Assessment : Participatory Activities</p>	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		5%
6	Mastering the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in various forms, and being able to skillfully apply the articulation of playing etudes and piano repertoire.	<ol style="list-style-type: none"> 1. Able to apply the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo. 2. Able to play piano repertoire with proper articulation and finger numbering. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to apply the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo. 2. Able to play piano repertoire with proper articulation and finger numbering. <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discus; Brainstorming; Practice 3 x 50		5%

7	Mastering the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in various forms, and being able to skillfully apply the articulation of playing etudes and piano repertoire.	<ol style="list-style-type: none"> 1. Able to apply the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo. 2. Able to play piano repertoire with proper articulation and finger numbering. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to apply the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo. 2. Able to play piano repertoire with proper articulation and finger numbering. <p>Form of Assessment : Participatory Activities</p>	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discus; Brainstorming; Practice 3 x 50		5%
8	Mastering the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in various forms, and being able to skillfully apply the articulation of playing etudes and piano repertoire.	<ol style="list-style-type: none"> 1. Able to apply the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo. 2. Able to play piano repertoire with proper articulation and finger numbering. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to apply the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo. 2. Able to play piano repertoire with proper articulation and finger numbering. <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discus; Brainstorming; Practice 3 x 50		10%
9	Able to play scales C, G, D, A, E, B, F, bB, bE, bA Major (2 Octaves) and c, d, e, f, g, a, b, bb, be, ba Minor (harmonic and melodic) as well as playing Etudes and piano repertoire by applying dynamics.	<ol style="list-style-type: none"> 1. Able to apply the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo. 2. Able to identify notation members in the scales c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic). 3. Able to apply playing scales c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) with the correct finger numbering. 4. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to apply the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo. 2. Able to identify notation members in the scales c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic). 3. Able to apply playing scales c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) with the correct finger numbering. 4. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions. <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		5%

10	Able to play scales C, G, D, A, E, B, F, bB, bE, bA Major (2 Octaves) and c, d, e, f, g, a, b, bb, be, ba Minor (harmonic and melodic) as well as playing Etudes and piano repertoire by applying dynamics.	<ol style="list-style-type: none"> 1. Able to apply the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo. 2. Able to identify notation members in the scales c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic). 3. Able to apply playing scales c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) with the correct finger numbering. 4. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to apply the playing of the C, G, D, A, E, B, F, bB, bE, bA major scales in the form of unidirectional, opposing, short trivoicing, and chequervoicing with the appropriate tempo. 2. Able to identify notation members in the scales c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic). 3. Able to apply playing scales c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) with the correct finger numbering. 4. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions. <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		5%
11	Able to play scales C, G, D, A, E, B, F, bB, bE, bA Major (2 Octaves) and c, d, e, f, g, a, b, bb, be, ba Minor (harmonic and melodic) in a variety of forms as well as playing Etudes and piano repertoire by applying dynamics.	<ol style="list-style-type: none"> 1. Able to apply playing scales C, G, D, A, E, B, F, bB, bE, bA major and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with appropriate tempos. 2. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to apply playing scales C, G, D, A, E, B, F, bB, bE, bA major and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with appropriate tempos. 2. Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions. <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		5%

12	Able to play scales C, G, D, A, E, B, F, bB, bE, bA Major (2 Octaves) and c, d, e, f, g, a, b, bb, be, ba Minor (harmonic and melodic) in a variety of forms as well as playing Etudes and piano repertoire by applying dynamics.	1.Able to apply playing scales C, G, D, A, E, B, F, bB, bE, bA major and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with appropriate tempos. 2.Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions.	Criteria: 1.Able to apply playing scales C, G, D, A, E, B, F, bB, bE, bA major and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with appropriate tempos. 2.Able to play piano repertoire with proper articulation and finger numbering, as well as applying dynamic instructions. Form of Assessment : Participatory Activities, Practice/Performance	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		5%
13	Able to play scales C, G, D, A, E, B, F, bB, bE, bA Major (2 Octaves) and c, d, e, f, g, a, b, bb, be, ba Minor (harmonic and melodic) in a variety of forms as well as playing Etudes and piano repertoire by applying appropriate articulation, tempo, as well as appropriate dynamics and spirit.	1.Able to apply playing scales C, G, D, A, E, B, F, bB, bE, bA major and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with appropriate tempos. 2.Able to play the piano repertoire by showing expression/soul in his playing.	Criteria: 1.Able to apply playing scales C, G, D, A, E, B, F, bB, bE, bA major and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with appropriate tempos. 2.Able to play the piano repertoire by showing expression/soul in his playing. Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		5%
14	Able to play scales C, G, D, A, E, B, F, bB, bE, bA Major (2 Octaves) and c, d, e, f, g, a, b, bb, be, ba Minor (harmonic and melodic) in a variety of forms as well as playing Etudes and piano repertoire by applying appropriate articulation, tempo, as well as appropriate dynamics and spirit.	1.Able to apply playing scales C, G, D, A, E, B, F, bB, bE, bA major and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with appropriate tempos. 2.Able to play the piano repertoire by showing expression/soul in his playing.	Criteria: 1.Able to apply playing scales C, G, D, A, E, B, F, bB, bE, bA major and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with appropriate tempos. 2.Able to play the piano repertoire by showing expression/soul in his playing. Form of Assessment : Participatory Activities, Practice/Performance	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		5%

15	Able to master playing scales C, G, D, A, E, B, F, bB, bE, bA Major (2 Octaves) and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in a variety of forms as well as playing Etudes and piano repertoire by applying appropriate articulation, tempo, as well as appropriate dynamics and spirit.	1. Able to apply playing scales C, G, D, A, E, B, F, bB, bE, bA major and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with appropriate tempos. 2. Able to play the piano repertoire by paying attention to all elements of piano playing (fingering, articulation, tempo, and emotional character).	Criteria: 1. Able to apply playing scales C, G, D, A, E, B, F, bB, bE, bA major and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with appropriate tempos. 2. Able to play the piano repertoire by paying attention to all elements of piano playing (fingering, articulation, tempo, and emotional character). Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		5%
16	Able to master playing scales C, G, D, A, E, B, F, bB, bE, bA Major (2 Octaves) and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in a variety of forms as well as playing Etudes and piano repertoire by applying appropriate articulation, tempo, as well as appropriate dynamics and spirit.	1. Able to apply playing scales C, G, D, A, E, B, F, bB, bE, bA major and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with appropriate tempos. 2. Able to play the piano repertoire by paying attention to all elements of piano playing (fingering, articulation, tempo, and emotional character).	Criteria: 1. Able to apply playing scales C, G, D, A, E, B, F, bB, bE, bA major and c, d, e, f, g, a, b, bb, be, ba Minor (harmonious and melodic) in the form of unidirectional, opposing, short trivoiced, and chequervoiced with appropriate tempos. 2. Able to play the piano repertoire by paying attention to all elements of piano playing (fingering, articulation, tempo, and emotional character).	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	42.09%
2.	Project Results Assessment / Product Assessment	3.34%
3.	Portfolio Assessment	1.25%
4.	Practice / Performance	32.09%
5.	Test	1.25%
		80.02%

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.