



**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
Youth Level Basic Instrument	9122103125		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	Project Based Learning
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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%; border-collapse: collapse; text-align: center;"> <tr> <th>P.O</th> <th>PLO-6</th> <th>PLO-13</th> <th>PLO-27</th> <th>PLO-30</th> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</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				
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description	Understanding and application of musical techniques including breathing techniques, intonation, articulation, delivery (interpretation and expression), fingering using youth level etudes, Indonesian classical songs and foreign classical songs.
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References	Main :
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1. Aning Katamsi. 2008. Klasik Indonesia Komposisi untuk Vokal dan Piano Binsar Sitompul, F.X. Sutopo, Mochtar Embut. Jakarta: PT. Grasindo.
2. Drs. Slamet Raharjo. 1990. Teori Seni Vokal.Semarang: Media Wiyata.
3. Gabriel Paulet. 1928.E. Panofka Vocalises 24 Vocalises Progressives pour toutes les Voix (Basse exceptee)Op.85.Paris: J. Jobert.
4. Pra Budidharma. 2001. Seri Pustaka Musik Farabi Metode Vokal Profesional. Jakarta: PT. Elex Media Komputindo.
5. Karl Edmund Prier. 1983. Menjadi Dirigen Jilid II: Membentuk Suara. Yogyakarta: Pusat Musik Liturgi.
6. Estelle Liebling. 1941. Mathilde Marchesi Op.32 Thirty Vocalises For High or Medium Voice. New York: G. Schirmer, Inc.

Supporters:

Supporting lecturer

Drs. Heri Murbiyantoro, M.Pd.
 Agus Suwahyono, S.Sn., M.Pd.
 Moh Sarjoko, S.Sn., M.Pd.
 Senyum Sadhana, S.Sn., M.Pd.
 Budi Dharmawanputra, S.Pd., M.Pd.
 Harpang Yudha Karyawanto, S.Pd., M.Pd.
 Raden Roro Maha Kalyana Mitta Anggoro, S.Pd., M.Pd.
 Vivi Ervina Dewi, S.Pd., M.Pd.
 Marda Putra Mahendra, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	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>Form of Assessment : Participatory Activities, Practice/Performance</p>	Direct instruction; Discussion; Brainstorming 3 X 50	Synchronous; Discussion; Brainstorm 3 x 50		4%
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		4%

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		4%
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>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / 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 : Assessment of Project Results / Product Assessment, Practices / Performance</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 : Assessment of Project Results / Product Assessment, Practices / 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.	<p>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.</p> <p>2. Able to play piano repertoire with proper articulation and finger numbering.</p>	<p>Criteria:</p> <p>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.</p> <p>2. Able to play piano repertoire with proper articulation and finger numbering.</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</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.	<p>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.</p> <p>2. Able to play piano repertoire with proper articulation and finger numbering.</p>	<p>Criteria:</p> <p>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.</p> <p>2. Able to play piano repertoire with proper articulation and finger numbering.</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / 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 : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		6%
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 : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		6%

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.	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, countervoiced, 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, countervoiced, 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 : Assessment of Project Results / Product Assessment, Practices / Performance	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		6%
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, countervoiced, 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, countervoiced, 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 : Assessment of Project Results / Product Assessment, Practices / Performance	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		6%

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 (harmonic and melodic) in the form of unidirectional, countervoiced, 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 (harmonic and melodic) in the form of unidirectional, countervoiced, short trivoiced, and chequervoiced with appropriate tempos. 2. Able to play the piano repertoire by showing expression/soul in his playing. Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		6%
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 (harmonic and melodic) in the form of unidirectional, countervoiced, 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 (harmonic and melodic) in the form of unidirectional, countervoiced, short trivoiced, and chequervoiced with appropriate tempos. 2. Able to play the piano repertoire by showing expression/soul in his playing. Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		6%
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 (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 (harmonic and melodic) in the form of unidirectional, countervoiced, 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 (harmonic and melodic) in the form of unidirectional, countervoiced, 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). Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		6%

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, countervoiced, 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, countervoiced, 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). Form of Assessment : Project Results Assessment / Product Assessment	Direct instruction; Discussion; Brainstorming; Practice 3 X 50	Synchronous; Discussion; Brainstorming; Practice 3 x 50		15%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7.67%
2.	Project Results Assessment / Product Assessment	50.17%
3.	Practice / Performance	41.17%
		99.01%

Notes

- 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.
- 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.
- 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.
- 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.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.