



Universitas Negeri Surabaya
Faculty of Education,
Bachelor of Primary School Teacher Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Music Arts Education	8620602115	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	4	July 16, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
	Nurhenti Dorlina Simatupang			Putri Rachmadyanti, S.Pd., M.Pd.																																	
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">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> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course aims to provide understanding and skills to prospective teachers in teaching and developing music at the elementary school level.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Isfanhari dan Nugroho, Widyo. 1996. Pengetahuan Dasar Musik. Surabaya: Dinas Pendidikan dan Kebudayaan Jawa Timur. 2. Harnum, Jonathan. 2001. Basic Music Theory: How to Read, Write, and Understand Written Music. Chicago: Sol-Ut Press. 3. Sukohardi, Al., Drs. 2011. Teori Musik Umum. Yogyakarta: Pusat Musik Liturgi. 4. Yuniastuti, Yuyun. 2015. Teori Musik Tingkat Muda. Surabaya: Dinas Pendidikan dan Kebudayaan Jawa Timur. 																																					
	Supporters:																																					
Supporting lecturer	Dra. Nurhenti Dorlina Simatupang, M.Sn. Senyum Sadhana, S.Sn., M.Pd. Eva Amalia, 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	Understand the basic principles of music education in elementary schools.	Criteria: Depth of expression of opinion and analysis	Criteria: participatory activities Form of Assessment : Participatory Activities	Offline Lectures 2 X 50	Material: Knowledge of the nature of elementary school music education: Students understand that music education in elementary school is an integral part of the curriculum which aims to develop understanding and appreciation of music as well as musical skills in early childhood. Students realize that elementary school music education does not only involve singing and playing musical instruments, but also includes an introduction to musical elements, an understanding of musical genres, and various musical listening experiences. Knowledge of the meaning of Elementary School Music Education: Students understand that Music Education in Elementary School is a learning process that focuses on developing musical skills, musical understanding, and music appreciation in elementary school age children. Students understand that elementary music education includes learning through singing activities, playing simple musical instruments, moving to rhythm, and participating in musical performances. Knowledge of the characteristics of elementary school music education: Students understand that elementary school music education must be adapted to the development of elementary school age children, both from a cognitive, emotional, motoric and social perspective. Students realize that the characteristics of elementary school age children who are active, creative and full of imagination must be accommodated in interactive, creative and fun music learning.	2%
					References: <i>Isfanhari and Nugroho, Widy. 1996. Basic Music Knowledge. Surabaya: East Java Education and Culture Service.</i>	

2	Identifying the characteristics and development of elementary school age children in the context of music education.	Rhythm Music Elements	Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	Scientific Approach Lecture Discussion Questions and Answers Giving 2 X 50 Offline assignments		Material: Understanding of problems in elementary school music education: Students understand that there are several problems that may be faced in music education in elementary schools, such as lack of time allocated for music learning, lack of teacher knowledge and skills in the field of music, as well as limited resources and facilities music. Students also realize that each child has different musical interests and abilities, so teachers need to face challenges in meeting students' individual musical needs and interests. Supporting factors in elementary music education: Students understand the importance of support from schools, school principals, and teaching staff in providing adequate attention and resources for elementary music education. Students realize that the involvement of parents and the community in supporting musical activities at school can have a positive influence on children's musical development. Inhibiting factors in elementary school music education: Students understand that limited learning time and a busy curriculum are inhibiting factors in developing a comprehensive elementary school music education program. Students realize that teachers' lack of knowledge and skills in the field of music as well as limited music resources and facilities can also hinder the effective implementation of elementary music education. References: Sukohardi, Al., Drs. 2011. <i>General Music Theory</i> . Yogyakarta: Liturgical Music Center.	3%
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3	Plan and implement music lessons that are appropriate for elementary school age children.	1.Melodic elements 2.Read and write the form, name and value of the rest sign correctly.	Criteria: Accuracy of writing and reading melody notation Form of Assessment : Participatory Activities, Practice/Performance	Scientific approach Lecture Discussion Questions and Answers Assignment/ Offline 2 X 50	Material: Understanding the importance of elementary school music education: Students understand that music education in elementary school has an important role in the cognitive, emotional, social and motoric development of children. Students realize that Music Education can improve children's learning abilities holistically, such as increasing musical intelligence, strengthening communication skills, increasing creativity, and building self-confidence. The role of developmental maturation in elementary school children: Students understand that elementary school children are at an important developmental phase in developing musical skills. Students realize that at this stage, children begin to develop the vocal abilities, musical hearing, understanding of rhythm, and motor coordination needed in elementary school music education. The role of learning stimulation in elementary school children: Students understand that appropriate learning stimulation in Music Education can increase children's interest and motivation in learning music. Students realize that teachers need to provide a creative, fun and interactive learning environment to optimize the learning stimulation of elementary school children in Music Education. References: Sukohardi, Al., Drs. 2011. <i>General Music Theory</i> . Yogyakarta: Liturgical Music Center.	3%
4	Designing music education programs for elementary schools (SD).	1.State the function of dots and connecting arcs in block notation correctly. 2.Able to read and write notation that uses dots and connecting arcs	Criteria: Suitability of children's musical activities Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Scientific Approach Lecture Discussion Questions and Answers Assignment/ Offline 2 X 50 PBL1	Material: Knowledge of the structure of an elementary school music education program: Students understand the components that need to be in an elementary school music education program, such as learning objectives, material content, learning methods,	8%

					<p>assessments, and extracurricular activities related to music. Students understand how to develop a curriculum and sustainable learning plans to meet the musical needs and development of children in elementary school. Ability to design music learning in accordance with learning objectives: Students are able to design music learning activities that are relevant to the learning objectives that have been set. Students are able to select and adapt music material content that is appropriate to the developmental stage and interests of elementary school children. Skills in using creative and interactive learning methods: Students are able to choose and apply learning methods that are varied and interesting for elementary school children, such as role playing, musical exploration, playing musical instruments, singing and movement. Students are able to create an inclusive and participatory learning environment, where all students can actively participate in musical activities. Ability to integrate music into extracurricular activities: Students are able to design and organize extracurricular activities related to music, such as choir, band, mini orchestra, or dance group, to enrich the musical experience of children in elementary school. Students are able to integrate music learning into these extracurricular activities, so that students can develop musical skills in more depth.</p> <p>Reference: <i>Harnum, Jonathan. 2001. Basic Music Theory: How to Read, Write, and Understand Written Music. Chicago: Sol-Ut Press.</i></p>	
5	Understanding the targets of elementary school music education and music activities in elementary school	1. Plan and implement meaningful musical activities and support the musical development	Form of Assessment : Participatory Activities, Portfolio Assessment	Scientific Approach Lecture Discussion Questions and Answers Assignment/ Offline 2 X 50	<p>Material: Understanding the goals of elementary school music education: Students understand that</p>	4%

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the goals of music education in elementary school are to develop understanding and appreciation of music, develop basic musical skills, and form a positive attitude towards music. Students understand that these goals include introducing basic musical concepts, developing singing skills, playing simple musical instruments, as well as introducing diverse musical genres and musical cultures. Understanding of musical activities in elementary school: Students understand various musical activities that can be carried out in elementary school, such as singing, playing simple musical instruments, dancing, listening to music, and composing and composing simple songs. Students understand the importance of choosing music activities that are appropriate to the level of development and interests of elementary school children, as well as considering the diversity of music and musical culture in these activities. Skills in planning and implementing music activities in elementary school: Students are able to plan varied and interesting music activities, taking into account the learning objectives and developmental stages of children in elementary school. Students are able to carry out musical activities well, direct students in active participation, and provide constructive feedback to develop students' musical skills. Ability to integrate music activities with other subjects: Students are able to integrate music activities with other subjects in elementary school, such as Indonesian, mathematics, fine arts, or English, to improve understanding and application of musical concepts across disciplines. Students are able to develop and choose relevant learning strategies to integrate music activities with other subjects

					synergistically. References: <i>Isfanhari and Nugroho, Widyo. 1996. Basic Music Knowledge. Surabaya: East Java Education and Culture</i>	
6	Understanding the music education skills of elementary school children through routine, programmed, spontaneous and exemplary activities and involving parents in children's music education		<p>Criteria: Depth of expression of opinion and analysis</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Scientific Approach Lecture Discussion Questions and Answers Assignment/ Offline 2 X 50	<p>Material: Understanding elementary school children's musical education skills through routine activities: Students understand the importance of routine musical activities in elementary school, such as singing together, recognizing and playing simple musical instruments, and body movements in accordance with the rhythm of the music. Students understand that regular musical activities can help develop children's musical skills, such as singing skills, playing musical instruments, and following the rhythm of music. Understanding elementary school children's music education skills through programmed activities: Students understand the importance of designing programmed music activities which include the introduction of musical concepts, exploration of sounds and musical instruments, and simple musical performances. Students understand that programmed music activities can help elementary school children understand musical concepts in depth and develop their musical skills. Understanding elementary school children's music education skills through spontaneous activities: Students understand the importance of providing opportunities for elementary school children to be spontaneously creative in musical activities, such as vocal or instrumental improvisation, sound exploration, and free movement. Students understand that spontaneous musical activities can stimulate creativity, self-expression and musical exploration in elementary school children. Understanding the importance of example and</p>	3%

						<p>involving parents in elementary school children's music education: Students understand that the teacher's example in enjoying and appreciating music is very important in forming children's interest and positive attitudes towards music. Students understand that involving parents in supporting elementary school children's music education through activities at home, participation in musical performances, or supporting musical activities at school can provide richer musical experiences for children.</p> <p>References: <i>Yuniasuti, Yuyun. 2015. Junior Level Music Theory. Surabaya: East Java Education and Culture Service.</i></p>
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7	Understanding the characteristics of elementary music education evaluation skills and elementary music education evaluation techniques	Understanding of the characteristic skills for evaluating elementary school music education and evaluation techniques that can be used in the context of music education in elementary schools.	Form of Assessment : Participatory Activities	Scientific Approach Lectures Discussions Questions and Answers Assignments / Offline 2 X 50		Material: Understanding the characteristics of elementary music education evaluation skills: Students understand the characteristics of evaluation in elementary school music education, such as objectivity, consistency, validity, reliability and contextuality. Students understand that elementary school music education evaluations must be able to measure students' musical abilities holistically, including the ability to sing, play musical instruments, follow rhythm, and understand other musical elements. Understanding elementary music education evaluation techniques: Students understand various evaluation techniques that can be used in the context of elementary music education, such as performance assessment, portfolio assessment, observation assessment, and self-assessment. Students understand that elementary school music education evaluation techniques must pay attention to the characteristics and development of elementary school children, and allow students to participate actively in the evaluation process. Reference: <i>Harnum, Jonathan. 2001. Basic Music Theory: How to Read, Write, and Understand Written Music. Chicago: Sol-Ut Press.</i>	4%
8	Mastering the material presented at the 2nd to 7th meetings	Work on questions by answering USS questions	Form of Assessment : Test	UTS 2 X 50		Material: Mastering the material presented at the 2nd to 7th meetings Readers: <i>Sukohardi, Al., Drs. 2011. General Music Theory. Yogyakarta: Liturgical Music Center.</i>	20%

9	Skills in understanding music teaching methods for elementary school children.	Students are also expected to be able to combine various music teaching methods with creativity and flexibility, and provide positive and meaningful musical experiences for elementary school students.	Form of Assessment : Participatory Activities, Practice/Performance	Scientific ApproachLectureDiscussionQ&AAssignment/Offline 2 X 50		<p>Material: Understanding the types and functions of chromatic signs in notations. Understanding the types and functions of chromatic signs in notes.</p> <p>Reader: <i>Yuniastuti, Yuyun. 2015. Junior Level Music Theory. Surabaya: East Java Education and Culture Service.</i></p> <hr/> <p>Material: Understanding of music teaching methods: Students understand various music teaching methods used in the educational context of elementary school children, such as the Kodaly, Orff, Dalcroze, Suzuki methods, and project-based methods. Students understand the principles and approaches that underlie each music teaching method, as well as the suitability of the method to the characteristics of elementary school children. Understanding of the application of music teaching methods: Students are able to apply music teaching methods that are appropriate to the learning context in elementary school, taking into account the needs and development of elementary school children. Students understand how to integrate elements of music teaching methods into fun and meaningful music learning plans for elementary school children. Understanding of variations in music teaching methods: Students understand the importance of variations in music teaching methods in achieving music learning goals in elementary school. Students are able to choose and use a variety of music teaching methods that suit the needs and interests of elementary school children, so that the music learning process becomes more interesting and effective.</p> <p>References:</p>	3%
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10	Know the types of major diatonic scales. Understand the theory of quint and quart circles in constructing diatonic scales.	Students are also expected to be able to combine various teaching strategies and integrate various musical aspects in music education programs, so that students can develop their musical abilities as a whole.	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Scientific approach Lecture Discussion Questions and Answers Assignment 2 X 50		Material: Understanding of music education program components: Students understand the components that must be present in a music education program for elementary school children, such as learning objectives, learning materials, teaching strategies, and learning assessment. Students understand the importance of developing a holistic and integrated music education program, accommodating various musical aspects such as singing, movement, playing musical instruments, and understanding musical concepts. Ability to design music education programs: Students are able to design music education programs that suit the elementary school curriculum and student needs. Students can develop a structured music learning plan, including learning sequence, time management, and use of relevant resources. Ability to adapt music education programs: Students are able to adapt music education programs according to the characteristics and needs of elementary school students, including the diversity of musical abilities and student interests. Students can modify or adapt music education programs to provide meaningful and relevant musical experiences for each student. Reference: <i>Harnum, Jonathan. 2001. Basic Music Theory: How to Read, Write, and Understand Written Music. Chicago: Sol-Ut Press.</i>	4%
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11	Elementary music education peer teaching skills	skills in conducting peer teaching in the context of music education for elementary school children.	<p>Criteria: skills in making music teaching devices, thereby creating a collaborative and sustainable learning environment.</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	Scientific Approach Lecture Discussion Questions and answers Assignment 2 X 50	<p>Material: Understanding of music activity program evaluation: Students understand the purpose and importance of evaluation in music activity programs for elementary school children. Students understand the basic concepts of evaluation, including data collection, data analysis, and decision making based on evaluation results. Ability to design evaluation instruments: Students are able to design evaluation instruments that are relevant to the objectives of music learning and the characteristics of music activities in elementary school. Students can create questions or evaluation tasks that measure musical understanding, musical instrument playing skills, vocal abilities, and students' active participation in musical activities. Ability to analyze and interpret evaluation data: Students are able to analyze evaluation data obtained from the evaluation instruments that have been designed. Students can interpret evaluation results to identify the success of the music activity program, strengths and weaknesses, as well as potential improvements that can be made. Ability to provide feedback and suggestions for improvement: Students are able to provide constructive feedback based on evaluation results to related parties, such as music teachers, students and parents. Students can provide suggestions for improvements or recommendations for developing music activity programs that are more effective and suit the needs of elementary school students.</p> <p>Reference: <i>Harnum, Jonathan. 2001. Basic Music Theory: How to Read, Write, and Understand Written Music. Chicago: Sol-Ut Press.</i></p>	2%
12	Skills for developing musical activities for elementary school children with the	Able to plan and implement musical activities involving	<p>Criteria: completeness, clarity, creativity, originality, accuracy, relevance,</p>	Scientific Approach Lecture Discussion Questions and answers Assignment/Offline 2 X 50 PBL2	<p>Material: Understanding the importance of involving parents</p>	5%

	<p>involvement of parents</p>	<p>parents with the aim of strengthening relationships between school and family, as well as creating an environment that supports the overall musical development of elementary school children.</p>	<p>organization and presentation</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		<p>in elementary school children's musical activities: Students understand the important role of parents as partners in supporting the musical development of elementary school children. Students realize that involving parents can increase student motivation and participation in musical activities, as well as expand musical experiences outside the school environment. Ability to plan musical activities that involve parents: Students are able to plan musical activities that involve active participation from parents, whether in the form of workshops, musical performances, or collaborative activities between students, teachers and parents. Students can identify concepts or themes for music activities that can involve parents, thereby creating stronger bonds between school and family. Ability to communicate and encourage cooperation with parents: Students are able to communicate with parents about the importance of musical activities in the development of elementary school children. Students can invite parents to collaborate in supporting musical activities, such as attending children's musical performances, providing support at home, or volunteering in musical activities at school. Ability to appreciate the role of parents in the musical development of elementary school children: Students can appreciate the contribution of parents in supporting the musical activities of elementary school children. Students can recognize and appreciate the diversity of their parents' musical backgrounds, and use them as a valuable resource in their children's musical development.</p> <p>Reference: Harnum, Jonathan. 2001. <i>Basic Music Theory: How to Read, Write, and Understand Written Music</i>. Chicago: Sol-Ut Press.</p>	
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13	Skills for making music activities for elementary school children and evaluation	skills in creating music activities for elementary school children and evaluating these activities.	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Scientific ApproachLectureDiscussionQuestion and AnswerAssignment/Offline 2 X 50		Material: Understanding of creating music activities for elementary school children: Students understand the basic principles in designing music activities that are appropriate to the development of elementary school children, including selecting musical repertoire, using musical instruments, and structuring activities. Students are able to identify learning goals to be achieved through musical activities, such as developing musical skills, self-expression, cooperation and music appreciation. Ability to plan varied and interesting musical activities: Students are able to design varied musical activities, follow the elementary school music education curriculum, and attract children's interest. Students can integrate musical elements such as singing, movement, playing musical instruments, and dancing in designed music activities. Ability to organize and carry out musical activities: Students are able to organize musical activities by preparing materials, arranging space, and coordinating the participation of elementary school children. Students can facilitate music activities by providing instructions, guiding students in participation, and providing support and positive feedback. Ability to evaluate musical activities: Students are able to evaluate musical activities that have been carried out, both formatively and summatively. Students can use evaluation techniques such as observation, performance assessment, and self-reflection to measure the achievement of learning goals in music activities. Reference: Harnum, Jonathan. 2001. <i>Basic Music Theory: How to Read, Write, and Understand Written Music</i> . Chicago: Sol-Ut Press.	4%
14	Learning observation skills and teaching practices in music education in	skills in conducting learning observations and teaching practices in the	Form of Assessment : Participatory Activities, Practice/Performance	Scientific Approach Lecture Discussion Questions and Answers Assignment/ Offline 2 X 50 PBL3		Material: Ability to observe music learning in elementary school: Students	8%

	<p>elementary schools</p>	<p>context of music education in elementary schools.</p>			<p>are able to observe and identify various aspects of music learning that occur in elementary school classes, such as interactions between teachers and students, the use of teaching methods, student-student interactions, and the level of student participation in music activities. Students are able to use appropriate observation tools to collect relevant data related to music learning in elementary school. Ability to analyze and evaluate music learning in elementary school: Students are able to analyze observation data that has been collected and identify strengths and weaknesses in music learning in elementary school. Students can provide constructive evaluations and recommendations for improvements to aspects of music learning that need to be improved. Ability to practice teaching music education in elementary school: Students are able to plan and carry out music teaching sessions in elementary school by referring to the curriculum and applicable music learning standards. Students can select and organize music teaching materials that are appropriate to the level of development and interests of elementary school children, as well as apply varied and interesting teaching methods. Ability to self-reflect on practical teaching experiences: Students are able to reflect on and analyze practical teaching experiences that have been carried out, including successes, difficulties, and effective strategies in teaching music in elementary schools. Students can make follow-up plans to improve the quality of music teaching based on this self-reflection.</p> <p>References: <i>Sukohardi, Al., Drs. 2011. General Music Theory. Yogyakarta: Liturgical Music Center.</i></p>	
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15	Skills in making observation reports and making articles	skills in making music learning observation reports and processing them into articles	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Scientific ApproachLectureDiscussionQuestions and answersAssignment 2 X 50		Material: Ability to observe music learning in elementary school: Students are able to observe and collect data related to music learning that occurs in elementary school classes. Students use appropriate observation tools to collect relevant data, such as observation notes, audio or video recordings, or interviews with teachers or students. Ability to analyze and process observation data: Students are able to analyze observation data that has been collected using relevant analytical methods. Students can identify important findings and patterns that emerge from the observation data. Ability to write observation reports: Students are able to compose clear, structured and informative observation reports. Students describe in detail the findings from observations, including analysis and interpretation of relevant data. Ability to process observation reports into articles: Students are able to process observation reports into scientific articles that comply with the required format and structure. Students can compile an introduction, methodology, findings, discussion and conclusions in an informative and powerful article. References: <i>Sukohardi, Al., Drs. 2011. General Music Theory. Yogyakarta: Liturgical Music Center.</i>	7%
16	UAS	Students do UAS questions	Form of Assessment : Test	Final Exam offline		Material: Basic music theory Reader: <i>Harnum, Jonathan. 2001. Basic Music Theory: How to Read, Write, and Understand Written Music. Chicago: Sol-Ut Press.</i>	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	32.5%
2.	Project Results Assessment / Product Assessment	14%
3.	Portfolio Assessment	4.5%
4.	Practical Assessment	1%
5.	Practice / Performance	8%
6.	Test	40%
		100%

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.