



**Universitas Negeri Surabaya  
Faculty of Languages and Arts  
Undergraduate Study Program Drama Arts, Dance and Music  
Education**

**Document  
Code**

**SEMESTER LEARNING PLAN**

| <b>Courses</b>  | <b>CODE</b>   | <b>Course Family</b>   | <b>Credit Weight</b>              |     |           | <b>SEMESTER</b>                       | <b>Compilation Date</b> |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|---|---|--|-----------------------------------|-----|-----------|---------------------------------------|-------------------------|-----|-------|-------|--------|----|----|----|------|----|-----|------|--|--|--|------|--|--|--|--|--|--|------|--|---|---|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|---|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|---|---|---|---|--|--|---|--|--|--|--|--|------|--|--|--|--|--|--|--|--|---|---|--|---|---|--|---|---|
| Ensemble  | 8820902014  | Compulsory Study Program Subjects  | T=2                               | P=0 | ECTS=3.18 | 3                                     | July 17, 2024           |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
| <b>AUTHORIZATION</b>  | <b>SP Developer</b>   |  | <b>Course Cluster Coordinator</b> |     |           | <b>Study Program Coordinator</b>      |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   | .....   |  | .....                             |     |           | Dr. Welly Suryandoko, S.Pd.,<br>M.Pd. |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
| <b>Learning model</b>                                       | Case Studies  |  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
| <b>Program Learning Outcomes (PLO)</b>                      | <b>PLO study program that is charged to the course</b>  |  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   | <b>PLO-5</b>  | Responsibility and discipline in making decisions in groups and independently.   |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   | <b>PLO-6</b>  | Appreciative attitude towards the development of performing arts   |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   | <b>PLO-11</b>   | Analyze and develop learning tools that contain; objectives, content, learning experiences, and assessments in the curriculum in each educational unit.  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   | <b>Program Objectives (PO)</b>  |  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   | <b>PO - 1</b>   | Have knowledge of basic ensemble playing techniques using classical and medorn songs   |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   | <b>PO - 2</b>   | Design, organize and discuss and present the ensemble form.  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   | <b>PO - 3</b>   | Utilizing learning resources and ICT to support the design and implementation of ensemble learning through library studies to obtain data on simple song forms, browsing the internet to obtain data on the latest forms of practice patterns by downloading them on existing sites.   |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   | <b>PLO-PO Matrix</b>  |  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   |   | <table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-6</td> <td>PLO-11</td> <td></td> <td></td> <td></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> </table> |                                   |     |           |                                       |                         | P.O | PLO-5 | PLO-6 | PLO-11 |    |    |    | PO-1 | ✓  |     |      |  |  |  | PO-2 |  |  |  |  |  |  | PO-3 |  | ✓ | ✓ |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
| P.O   | PLO-5   | PLO-6  | PLO-11                            |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
| PO-1  | ✓   |  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
| PO-2  |   |  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
| PO-3  |   | ✓  | ✓                                 |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
| <b>PO Matrix at the end of each learning stage (Sub-PO)</b> |   |  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   | <table border="1" style="width: 100%; text-align: center;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </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> </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 |  |  |  |  |  |  |  |  | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |
| 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  |   |  |                                   |     |           |                                       |                         |     | ✓     | ✓     |        | ✓  | ✓  |    | ✓    | ✓  |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
| <b>Short Course Description</b>                             | 1. Utilize learning resources and ICT to support the design and implementation of ensemble learning through library studies to obtain data on simple song forms, browsing the internet to obtain data on the latest forms of practice patterns by downloading on existing sites 2. Have knowledge of basic playing techniques Ensemble using reports of classical songs and medorn 3. Designing, arranging and discussing and presenting the form of the ensemble.  |  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
| <b>References</b>   | <b>Main :</b>   |  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   | <ol style="list-style-type: none"> <li>1. Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation.</li> <li>2. Rangkuti, R.E. DK.1984. Kumpulan lagu-lagu Daerah. Jakarta: CV Titik Terang.</li> <li>3. Simanjuntak, W.S. 1984. Indonesia Persadaku. Jakarta: CV Titik Terang.</li> <li>4. Banoë, Pono. 2003. Kamus Musik. Yogyakarta: Kanisius.</li> </ol>  |  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |
|   | <b>Supporters:</b>  |  |                                   |     |           |                                       |                         |     |       |       |        |    |    |    |      |    |     |      |  |  |  |      |  |  |  |  |  |  |      |  |   |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |   |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |   |   |   |   |  |  |   |  |  |  |  |  |      |  |  |  |  |  |  |  |  |   |   |  |   |   |  |   |   |

| <b>Supporting lecturer</b> |  | Dr. Subianto Karoso, M.Kes.<br>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                          | Definition of similar ensembles, the sound character of similar instruments, | Students are able to explain again the meaning of similar ensembles and the sound characteristics of similar instruments. | <p><b>Criteria:</b><br/>Students are declared very good if they are able to answer 4 description questions. Students are declared good if they are able to answer 3 description questions. Students are declared adequate if they are able to answer 2 description questions. Students are declared poor if they are able to answer 1 description question.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | Lectures, questions and answers, discussions<br>2 X 50                  |                   | <p><b>Material:</b><br/>Understanding similar ensembles, sound characteristics of similar instruments.<br/><b>Reference:</b><br/><i>Rangkuti, RE DK.1984. Collection of regional songs. Jakarta: CV Point Terang.</i></p>   | 5%                    |
| 2                          | Definition of similar ensembles, the sound character of similar instruments, | Students are able to explain again the meaning of similar ensembles and the sound characteristics of similar instruments. | <p><b>Criteria:</b><br/>Students are declared very good if they are able to answer 4 description questions. Students are declared good if they are able to answer 3 description questions. Students are declared adequate if they are able to answer 2 description questions. Students are declared poor if they are able to answer 1 description question.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>                       | Lectures, questions and answers, discussions<br>2 X 50                  |                   | <p><b>Material:</b><br/>Understanding similar ensembles, sound characteristics of similar instruments.<br/><b>Reference:</b><br/><i>Rangkuti, RE DK.1984. Collection of regional songs. Jakarta: CV Point Terang.</i></p>   | 5%                    |
| 3                          | Definition of similar ensembles, the sound character of similar instruments, | Students are able to explain again the meaning of similar ensembles and the sound characteristics of similar instruments. | <p><b>Criteria:</b><br/>Students are declared very good if they are able to answer 4 description questions. Students are declared good if they are able to answer 3 description questions. Students are declared adequate if they are able to answer 2 description questions. Students are declared poor if they are able to answer 1 description question.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | Lectures, questions and answers, discussions<br>2 X 50                  |                   | <p><b>Material:</b><br/>Understanding similar ensembles, sound characteristics of similar instruments.<br/><b>Reference:</b><br/><i>Rangkuti, RE DK.1984. Collection of regional songs. Jakarta: CV Point Terang.</i></p> <p><b>Material:</b><br/>Definition of similar ensembles, sound characteristics of similar instruments<br/><b>. Reference:</b></p> | 5%                    |

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|---|-----------------------|---|---|--|--|--|----|
| 4 | Play children's songs | Students are able to play children's songs in groups with similar musical instruments | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play children's song scores from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play children's song scores without intro and ending in groups with similar instruments according to punctuation and tempo markings. .Students are declared sufficient if they are able to play children's song scores without intro and ending in groups. Students are declared deficient if they are able to play children's song scores individually.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | Lecture, question and answer, 2 X 50 demonstration |  | <p><b>Material:</b><br/>Playing children's songs<br/><b>Library:</b><br/><i>Simanjuntak, WS 1984. Indonesia Persadaku. Jakarta: CV Point Terang.</i></p> | 5% |
| 5 | Play children's songs | Students are able to play children's songs in groups with similar musical instruments | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play children's song scores from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play children's song scores without intro and ending in groups with similar instruments according to punctuation and tempo markings. .Students are declared sufficient if they are able to play children's song scores without intro and ending in groups. Students are declared deficient if they are able to play children's song scores individually.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | Lecture, question and answer, 2 X 50 demonstration |  | <p><b>Material:</b><br/>Playing children's songs<br/><b>Library:</b><br/><i>Simanjuntak, WS 1984. Indonesia Persadaku. Jakarta: CV Point Terang.</i></p> | 5% |
| 6 | Play children's songs | Students are able to play children's songs in groups with similar musical instruments | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play children's song scores from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play children's song scores without intro and ending in groups with similar instruments according to punctuation and tempo markings. .Students are declared sufficient if they are able to play children's song scores without intro and ending in groups. Students are declared deficient if they are able to play children's song scores individually.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | Lecture, question and answer, 2 X 50 demonstration |  | <p><b>Material:</b><br/>Playing children's songs<br/><b>Library:</b><br/><i>Simanjuntak, WS 1984. Indonesia Persadaku. Jakarta: CV Point Terang.</i></p> | 5% |

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| 7 | Play children's songs | Students are able to play children's songs in groups with similar musical instruments  | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play children's song scores from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play children's song scores without intro and ending in groups with similar instruments according to punctuation and tempo markings. .Students are declared sufficient if they are able to play children's song scores without intro and ending in groups. Students are declared deficient if they are able to play children's song scores individually.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p>                           | Lecture, question and answer, 2 X 50 demonstration |  | <p><b>Material:</b><br/>Playing children's songs<br/><b>Library:</b><br/><i>Simanjuntak, WS 1984. Indonesia Persadaku. Jakarta: CV Point Terang.</i></p>                        | 5%  |
| 8 | Midterm Exam          | Students are able to present in front of the class an arrangement of children's songs using similar instruments with the theme of love for the homeland and nation | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play children's song scores from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play children's song scores without intro and ending in groups with similar instruments according to punctuation and tempo markings. .Students are declared sufficient if they are able to play children's song scores without intro and ending in groups. Students are declared deficient if they are able to play children's song scores individually.</p> <p><b>Forms of Assessment :</b><br/>Participatory Activities, Practical Assessment, Practical / Performance</p> | 2 X 50 Demonstration                               |  | <p><b>Material:</b> Mid-Semester Exam<br/><b>References:</b><br/><i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation.</i></p> | 15% |

|    |                        |   |   |  |  |   |    |
|----|------------------------|---|---|--|--|---|----|
| 9  | Playing regional songs | Students are able to play regional songs in groups with similar musical instruments | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play folk song scores from intro to ending in a group with similar instruments according to punctuation and tempo marks. Students are declared good if they are able to play folk song scores without intro and ending in groups with similar instruments according to punctuation and tempo marks. .Students are declared sufficient if they are able to play regional song scores without an intro and ending in a group. Students are declared deficient if they are able to play regional song scores individually.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | Lecture, question and answer, 2 X 50 demonstration |  | <p><b>Material:</b><br/>Playing folk songs<br/><b>Literature:</b><br/><i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation.</i></p>  | 5% |
| 10 | Playing regional songs | Students are able to play regional songs in groups with similar musical instruments | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play folk song scores from intro to ending in a group with similar instruments according to punctuation and tempo marks. Students are declared good if they are able to play folk song scores without intro and ending in groups with similar instruments according to punctuation and tempo marks. .Students are declared sufficient if they are able to play regional song scores without an intro and ending in a group. Students are declared deficient if they are able to play regional song scores individually.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | Lecture, question and answer, 2 X 50 demonstration |  | <p><b>Material:</b><br/>Playing folk songs<br/><b>Literature:</b><br/><i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation.</i></p>  | 5% |
| 11 | Playing regional songs | Students are able to play regional songs in groups with similar musical instruments | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play folk song scores from intro to ending in a group with similar instruments according to punctuation and tempo marks. Students are declared good if they are able to play folk song scores without intro and ending in groups with similar instruments according to punctuation and tempo marks. .Students are declared sufficient if they are able to play regional song scores without an intro and ending in a group. Students are declared deficient if they are able to play regional song scores individually.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | Lecture, question and answer, 2 X 50 demonstration |  | <p><b>Material:</b><br/>Playing folk songs<br/><b>Literature:</b><br/>-----<br/><b>Material:</b><br/>Playing folk songs<br/><b>Literature:</b><br/><i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation.</i></p> | 5% |

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|----|------------------------------------|---|--|--|--|--|----|
| 12 | Playing youth or adult level songs | Students are able to play youth or adult level songs in groups with similar musical instruments | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play sheet music for youth or adult level songs from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play sheet music for youth or adult level songs without intro and ending in groups with similar instruments. according to punctuation and tempo markings. Students are declared sufficient if they are able to play youth or adult level song sheet music without an intro and ending in a group. Students are declared inadequate if they are able to play youth or adult level song sheet music individually.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | Lecture, question and answer, 2 X 50 demonstration |  | <p><b>Material:</b><br/>Playing youth or adult level songs<br/><b>Library:</b></p> <hr/> <p><b>Material:</b><br/>Playing youth or adult level songs<br/><b>Library:</b><br/><i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation.</i></p> | 5% |
| 13 | Playing youth or adult level songs | Students are able to play youth or adult level songs in groups with similar musical instruments | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play sheet music for youth or adult level songs from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play sheet music for youth or adult level songs without intro and ending in groups with similar instruments. according to punctuation and tempo markings. Students are declared sufficient if they are able to play youth or adult level song sheet music without an intro and ending in a group. Students are declared inadequate if they are able to play youth or adult level song sheet music individually.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | Lecture, question and answer, 2 X 50 demonstration |  | <p><b>Material:</b><br/>Playing youth or adult level songs<br/><b>Library:</b></p> <hr/> <p><b>Material:</b><br/>Playing youth or adult level songs<br/><b>Library:</b><br/><i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation.</i></p> | 5% |

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|----|------------------------------------|---|--|--|--|---|----|
| 14 | Playing youth or adult level songs | Students are able to play youth or adult level songs in groups with similar musical instruments | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play sheet music for youth or adult level songs from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play sheet music for youth or adult level songs without intro and ending in groups with similar instruments. according to punctuation and tempo markings. Students are declared sufficient if they are able to play youth or adult level song sheet music without an intro and ending in a group. Students are declared inadequate if they are able to play youth or adult level song sheet music individually.</p> <p><b>Form of Assessment :</b><br/>Practice / Performance</p>                         | Lecture, question and answer, 2 X 50 demonstration |  | <p><b>Material:</b><br/>Playing youth or adult level songs<br/><b>Library:</b><br/><i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation.</i></p> | 5% |
| 15 | Playing youth or adult level songs | Students are able to play youth or adult level songs in groups with similar musical instruments | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play sheet music for youth or adult level songs from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play sheet music for youth or adult level songs without intro and ending in groups with similar instruments. according to punctuation and tempo markings. Students are declared sufficient if they are able to play youth or adult level song sheet music without an intro and ending in a group. Students are declared inadequate if they are able to play youth or adult level song sheet music individually.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | Lecture, question and answer, 2 X 50 demonstration |  | <p><b>Material:</b><br/>Playing youth or adult level songs<br/><b>Library:</b><br/><i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation.</i></p> | 5% |

|    |                     |  |  |                      |  |  |     |
|----|---------------------|--|--|----------------------|--|--|-----|
| 16 | Summative Exam (US) | Students are able to present in front of the class | <p><b>Criteria:</b><br/>Students are declared very good if they are able to play sheet music for youth or adult level songs from intro to ending in a group with similar instruments according to punctuation and tempo markings. Students are declared good if they are able to play sheet music for youth or adult level songs without intro and ending in groups with similar instruments. according to punctuation and tempo markings. Students are declared sufficient if they are able to play youth or adult level song sheet music without an intro and ending in a group. Students are declared inadequate if they are able to play youth or adult level song sheet music individually.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | 2 X 50 Demonstration |  | <p><b>Material:</b><br/>Final Semester Exam</p> <p><b>References:</b><br/><i>Kawakami, Genichi. 1975. Arranging Popular Music A Practical Guide. Japan: Yamaha Music Foundation.</i></p> | 15% |
|----|---------------------|--|--|----------------------|--|--|-----|

#### Evaluation Percentage Recap: Case Study

| No | Evaluation               | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 47.5%      |
| 2. | Practical Assessment     | 5%         |
| 3. | Practice / Performance   | 47.5%      |
|    |                          | 100%       |

#### 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.