

Musicological Subjects Course Assessment in Outcomes-Based Curriculum of Indonesian Higher Arts Education

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Abstract:

This study considers specific assessment problems in the musicological subject course at an Indonesian higher arts education related to final score grading results, that unsatisfied students sometimes question. This study aims to formulate the best, fair, and objective assessment approach in musicological theory subjects. This study uses one of the descriptive research designs, the assessment and evaluation method, which involves a systematic process of gathering, interpreting, and using information to make decisions about a course assessment. This study identified that although the assessment administration system in Indonesia's universities, including higher arts education, currently accommodates the demands of an outcome-based curriculum as demanded by changes in high policy in Indonesia, most lecturers still apply the traditional assessment model based mainly on semester exams. Some lecturers argue that music differs from other fields, so the musical form analysis assessment approach carried out so far is still relevant. This study proves that scoring that is objective, fair, and in favor of students, as has been applied to general fields, can also be applied to music studies. The ability of lecturers to explain the mechanism of a comprehensive assessment approach and involve class participants in the process will impact the acceptance of exam results with sincerity to students.

Keywords:

Assessment, music, higher arts education.