



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

**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>											
Writing Music Journal Articles	9122103135		T=3	P=0	ECTS=4.77	5	July 18, 2024											
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>												
	.....		.....			Agus Suwahyono, S.Sn., M.Pd.												
<b>Learning model</b>	<b>Project Based Learning</b>																	
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																	
	<b>PLO-10</b>	Able to plan and carry out research in the field of music in the form of scientific articles and publish them in scientific journals																
	<b>PLO-17</b>	Master the concept of planning and carrying out research in the field of music in the form of scientific articles and publishing them in scientific journals																
	<b>PLO-23</b>	Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others																
	<b>PLO-37</b>	Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism																
	<b>Program Objectives (PO)</b>																	
	<b>PO - 1</b>	CPMK-S: Able to appreciate the originality of other people's ideas, opinions and findings, especially in relation to scientific writing.																
	<b>PO - 2</b>	CPMK-KU: Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism in compiling scientific writing (articles or journals).																
	<b>PO - 3</b>	CPMK-KK: Able to plan and carry out research in the field of music in the form of scientific articles and publish them in scientific journals, which are directed at the Music Arts Study Program journal (Virtuoso Journal and Repertoire Journal).																
	<b>PO - 4</b>	CPMK-P: Explore the concept of planning research in the field of music in the form of scientific articles to be directed towards publication in scientific journals.																
	<b>PLO-PO Matrix</b>																	
			P.O	PLO-10	PLO-17	PLO-23	PLO-37											
		PO-1																
		PO-2																
		PO-3																
	PO-4																	
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																		
	P.O	Week																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
	PO-1																	
	PO-2																	
	PO-3																	
	PO-4																	
<b>Short Course Description</b>	This course studies how to draw information from reading and make reproductions in the form of summaries, summaries/abstracts and synthetics, as well as compiling information in scientific journals; and compiling, developing and presenting ideas in writing based on primary/secondary data or literature studies in accordance with the applicable rules for compiling scientific journals (manuscripts).																	
<b>References</b>	<b>Main :</b>																	

1. Colin Neville. 2007. "Open up study skills, The complete guide to referencing and avoiding plagiarism". Berkshire England: Mc-Graw Hill Education.
2. DIKTI. 2011. "Peraturan Direktur Jenderal Pendidikan Tinggi Kementerian Pendidikan Nasional Republik Indonesia Nomor: 49/DIKTI/Kep/2011 tentang Pedoman Akreditasi Terbitan Berkala Ilmiah". Jakarta: DIKTI.

**Supporters:**

**Supporting lecturer**  
 Moh Sarjoko, S.Sn., M.Pd.  
 Joko Winarko, S.Sn., M.Sn.  
 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.

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	Students are able to understand the syllabus, lecture contracts, writing concepts, as well as the systematics of scientific writing and the characteristics of scientific work.	<ol style="list-style-type: none"> <li>1. Able to understand the technicalities of lectures for one semester.</li> <li>2. Able to understand the systematics of scientific writing.</li> <li>3. Able to describe the characteristics of scientific work</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to understand the technicalities of lectures for one semester.</li> <li>2. Able to understand the systematics of scientific writing.</li> <li>3. Able to describe the characteristics of scientific work</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Direct instruction; Discussion; Brainstorming 3 X 50	Synchronous; Discussion; Brainstorm 3 x 50		5%
2	Students are able to explain scientific writing planning.	<ol style="list-style-type: none"> <li>1. Able to develop scientific writing concepts and ideas.</li> <li>2. Able to understand topic boundaries.</li> <li>3. Able to understand the originality and purpose of writing.</li> <li>4. Able to describe the stages in compiling a manuscript.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to develop scientific writing concepts and ideas.</li> <li>2. Able to understand topic boundaries.</li> <li>3. Able to understand the originality and purpose of writing.</li> <li>4. Able to describe the stages in compiling a manuscript.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Direct instruction; Discussion; Brainstorming 3 X 50	Synchronous; Discussion; Brainstorm 3 x 50		5%
3	Students are able to explain scientific writing planning	<ol style="list-style-type: none"> <li>1. Able to understand the concept of mind mapping.</li> <li>2. Able to compile mind maps using the mind manager application.</li> <li>3. Able to formulate manuscript writing problems.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to understand the concept of mind mapping.</li> <li>2. Able to compile mind maps using the mind manager application.</li> <li>3. Able to formulate manuscript writing problems.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50		5%

4	Students are able to search for relevant literature sources in writing scientific papers (national and international).	Able to carry out literature searches, including: (1) Reference books; (2) Definition and benefits; (3) Routine reports; (4) Magazine and newspaper pages; (5) Searching for bibliographic sources (web) that are worth referring to.	<p><b>Criteria:</b> Able to carry out literature searches, including: (1) Reference books; (2) Definition and benefits; (3) Routine reports; (4) Magazine and newspaper pages; (5) Searching for bibliographic sources (web) that are worth referring to.</p> <p><b>Form of Assessment</b> : Participatory Activities</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50		5%
5	Students are able to search for relevant literature sources in writing scientific papers (national and international).	Able to carry out literature searches, including: (1) Reference books; (2) Definition and benefits; (3) Routine reports; (4) Magazine and newspaper pages; (5) Searching for bibliographic sources (web) that are worth referring to.	<p><b>Criteria:</b> Able to carry out literature searches, including: (1) Reference books; (2) Definition and benefits; (3) Routine reports; (4) Magazine and newspaper pages; (5) Searching for bibliographic sources (web) that are worth referring to.</p> <p><b>Form of Assessment</b> : Participatory Activities</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50		5%
6	Students are able to describe the ethics of writing scientific papers	<ol style="list-style-type: none"> <li>1.Be able to describe the principles of quotation.</li> <li>2.Be able to describe the types of quotations.</li> <li>3.Able to understand how to make quotations.</li> <li>4.Able to apply referencing styles (Harvard, APA, MLA, and Vancouver).</li> </ol>	<p><b>Criteria:</b>  <ol style="list-style-type: none"> <li>1.Be able to describe the principles of quotation.</li> <li>2.Be able to describe the types of quotations.</li> <li>3.Able to understand how to make quotations.</li> <li>4.Able to apply referencing styles (Harvard, APA, MLA, and Vancouver).</li> </ol> </p> <p><b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50		5%
7	Students are able to describe the ethics of writing scientific papers	<ol style="list-style-type: none"> <li>1.Be able to describe the principles of quotation.</li> <li>2.Be able to describe the types of quotations.</li> <li>3.Able to understand how to make quotations.</li> <li>4.Able to apply referencing styles (Harvard, APA, MLA, and Vancouver).</li> </ol>	<p><b>Criteria:</b>  <ol style="list-style-type: none"> <li>1.Be able to describe the principles of quotation.</li> <li>2.Be able to describe the types of quotations.</li> <li>3.Able to understand how to make quotations.</li> <li>4.Able to apply referencing styles (Harvard, APA, MLA, and Vancouver).</li> </ol> </p> <p><b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50		5%

8	Students are able to describe the ethics of writing scientific papers	<ol style="list-style-type: none"> <li>1.Be able to describe the principles of quotation.</li> <li>2.Be able to describe the types of quotations.</li> <li>3.Able to understand how to make quotations.</li> <li>4.Able to apply referencing styles (Harvard, APA, MLA, and Vancouver).</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Be able to describe the principles of quotation.</li> <li>2.Be able to describe the types of quotations.</li> <li>3.Able to understand how to make quotations.</li> <li>4.Able to apply referencing styles (Harvard, APA, MLA, and Vancouver).</li> </ol> <p><b>Form of Assessment</b> : Test</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50		15%
9	Students are able to create a scientific writing framework	<ol style="list-style-type: none"> <li>1.Able to prepare a paper writing framework.</li> <li>2.Able to analyze data and compile results.</li> <li>3.Able to compile methods and results.</li> <li>4.Able to organize discussions or discussion subchapters.</li> <li>5.Able to compose introductions and abstracts</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Able to prepare a paper writing framework.</li> <li>2.Able to analyze data and compile results.</li> <li>3.Able to compile methods and results.</li> <li>4.Able to organize discussions or discussion subchapters.</li> <li>5.Able to compose introductions and abstracts</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50		5%
10	Students are able to create a scientific writing framework	<ol style="list-style-type: none"> <li>1.Able to prepare a paper writing framework.</li> <li>2.Able to analyze data and compile results.</li> <li>3.Able to compile methods and results.</li> <li>4.Able to organize discussions or discussion subchapters.</li> <li>5.Able to compose introductions and abstracts</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Able to prepare a paper writing framework.</li> <li>2.Able to analyze data and compile results.</li> <li>3.Able to compile methods and results.</li> <li>4.Able to organize discussions or discussion subchapters.</li> <li>5.Able to compose introductions and abstracts</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50		5%
11	Students are able to understand scientific articles in the process of preparing a scientific article.	<ol style="list-style-type: none"> <li>1.Able to study articles or journals in the form of scientific papers and popular papers.</li> <li>2.Able to create a synthesis table (matrix) from scientific articles.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Able to study articles or journals in the form of scientific papers and popular papers.</li> <li>2.Able to create a synthesis table (matrix) from scientific articles.</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50		5%

12	Students are able to use effective spelling and sentences in scientific writing.	<ol style="list-style-type: none"> <li>1. Able to understand spelling and sentence definitions.</li> <li>2. Able to describe the elements and types of sentences.</li> <li>3. Able to understand the use of effective sentences and the use of the General Guidelines for Indonesian Spelling (PUEBI).</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to understand spelling and sentence definitions.</li> <li>2. Able to describe the elements and types of sentences.</li> <li>3. Able to understand the use of effective sentences and the use of the General Guidelines for Indonesian Spelling (PUEBI).</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Direct instruction; Discussion; Brainstorming 3 X 50	Synchronous; Discussion; Brainstorm 3 x 50		5%
13	Students are able to apply reference systems and bibliography.	<ol style="list-style-type: none"> <li>1. Able to understand types of referencing systems (footnotes, endnotes, and bodynote systems).</li> <li>2. Able to describe the elements and types of bibliography.</li> <li>3. Able to understand how to compile a bibliography.</li> <li>4. Able to manage libraries using Mendeley software.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to understand types of referencing systems (footnotes, endnotes, and bodynote systems).</li> <li>2. Able to describe the elements and types of bibliography.</li> <li>3. Able to understand how to compile a bibliography.</li> <li>4. Able to manage libraries using Mendeley software.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50		5%
14	Students are able to apply reference systems and bibliography.	<ol style="list-style-type: none"> <li>1. Able to understand types of referencing systems (footnotes, endnotes, and bodynote systems).</li> <li>2. Able to describe the elements and types of bibliography.</li> <li>3. Able to understand how to compile a bibliography.</li> <li>4. Able to manage libraries using Mendeley software.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to understand types of referencing systems (footnotes, endnotes, and bodynote systems).</li> <li>2. Able to describe the elements and types of bibliography.</li> <li>3. Able to understand how to compile a bibliography.</li> <li>4. Able to manage libraries using Mendeley software.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50		5%

15	Students are able to apply reference systems and bibliography.	<ol style="list-style-type: none"> <li>1.Able to understand types of referencing systems (footnotes, endnotes, and bodynote systems).</li> <li>2.Able to describe the elements and types of bibliography.</li> <li>3.Able to understand how to compile a bibliography.</li> <li>4.Able to manage libraries using Mendeley software.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Able to understand types of referencing systems (footnotes, endnotes, and bodynote systems).</li> <li>2.Able to describe the elements and types of bibliography.</li> <li>3.Able to understand how to compile a bibliography.</li> <li>4.Able to manage libraries using Mendeley software.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50	5%
16	Students are able to apply reference systems and bibliography.	<ol style="list-style-type: none"> <li>1.Able to understand types of referencing systems (footnotes, endnotes, and bodynote systems).</li> <li>2.Able to describe the elements and types of bibliography.</li> <li>3.Able to understand how to compile a bibliography.</li> <li>4.Able to manage libraries using Mendeley software.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Able to understand types of referencing systems (footnotes, endnotes, and bodynote systems).</li> <li>2.Able to describe the elements and types of bibliography.</li> <li>3.Able to understand how to compile a bibliography.</li> <li>4.Able to manage libraries using Mendeley software.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Direct instruction; Lecture; question and answer; case studies; discussion; practicum 3 X 50	Synchronous; Lecture; question and answer; case studies; discussion; practical 3 x 50	15%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Portfolio Assessment	22.5%
3.	Test	22.5%
		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** 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.
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.