


|  |  | <b>Universitas Negeri Surabaya</b><br><b>Faculty of Languages and Arts</b><br><b>Bachelor of Music Arts Study Program</b>              |                      |   |                      |                                   | <b>Document Code</b>  |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|---|--|--|----------------------|---|----------------------|-----------------------------------|-----------------------|-------------------------|-----|----|----|----|----|----|----|----|-----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| <b>SEMESTER LEARNING PLAN</b>   |  |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Courses</b>  |  | <b>CODE</b>  | <b>Course Family</b> |   | <b>Credit Weight</b> |                                   | <b>SEMESTER</b>       | <b>Compilation Date</b> |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| POP Guitar  |  | 9122102142   |                      |   | T=2                  | P=0                               | ECTS=3.18             | 5<br>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>   | Project Based Learning   |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b>  | PLO study program that is charged to the course  |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | Program Objectives (PO)  |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | PLO-PO Matrix  |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   |  | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table> |                      |   |                      |                                   |                       |                         | P.O |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| P.O   |  |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | <b>PO Matrix at the end of each learning stage (Sub-PO)</b>  |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table> |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    | P.O | Week |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O   | Week   |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | 1  | 2  | 3                    | 4   | 5                    | 6                                 | 7                     | 8                       | 9   | 10 | 11 | 12 | 13 | 14 | 15 | 16 |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Short Course Description</b>   | Understanding and mastery of the pop guitar musical instrument method, as well as basic techniques in playing the guitar instrument. This lecture is delivered with theoretical and practical strategies.  |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>References</b>   | <b>Main :</b>  |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | 1. 1974Fundamental Classic Guitar Course Dasar ke Intermediate (Classic, Pop, Folk Guitar)Koizumi, TJapan: Yamaha Music Foundation1994Guitar : Technical Work Book, For The Public Examinations in Music Conducted by the office of the ministry of Education, Youth and Woman 19s Affairs, Neh South WalesLynch, PeterThe Departmen of Education Queensland and the Universities of Melbourne, Adelaide, Western Australia and Tasmania,  |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | <b>Supporters:</b>   |  |                      |   |                      |                                   |                       |                         |     |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Supporting lecturer</b>  | Agus Suwahyono, 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 | Able to explain the parts of the guitar instrument                         | After studying the parts of the guitar instrument, students are able to name and explain the function of the parts of the classical guitar instrument | <p><b>Criteria:</b><br/> Can name and explain the function of the parts of the classical guitar instrument correctly and precisely 4<br/> Can name and explain the function of the parts of the classical guitar instrument correctly and somewhat precisely 3<br/> Can mention and explain the function of the parts of the classical guitar instrument correctly but not quite precisely 2<br/> Can name and explain the function of the parts of the classical guitar instrument correctly but not precisely 1</p> <p><b>Form of Assessment :</b><br/> Test</p>                                     | Lectures, discussions and questions and answers<br>3 X 50 |  |  | 0% |
| 2 | Able to play the three octave E chromatic scale with the correct technique | After studying the E chromatic scale, students are able to know and name the notes in the three octave E guitar region                                | <p><b>Criteria:</b><br/> Know and name chromatic notes starting from E three octaves correctly and be able to play with the correct technique 4<br/> Know and name chromatic notes Starting from E three octaves correctly and be able to play with somewhat correct technique 3<br/> Know and name chromatic notes Starting from E three octaves correctly and can play with incorrect technique 2<br/> Knows and names chromatic notes Starting from E three octaves incorrectly and can play with incorrect technique 1</p> <p><b>Form of Assessment :</b><br/> Participatory Activities, Tests</p> | Lectures, discussions, exercises<br>9 X 50                |  |  | 0% |

|   |  |  |   |  |  |  |    |
|---|--|--|---|--|--|--|----|
| 3 | Able to play the three octave E chromatic scale with the correct technique | After studying the E chromatic scale, students are able to know and name the notes in the three octave E guitar region | <p><b>Criteria:</b><br/>         Know and name chromatic notes starting from E three octaves correctly and be able to play with the correct technique 4<br/>         Know and name chromatic notes Starting from E three octaves correctly and be able to play with somewhat correct technique 3<br/>         Know and name chromatic notes Starting from E three octaves correctly and can play with incorrect technique 2<br/>         knows and names chromatic notes Starting from E three octaves incorrectly and can play with incorrect technique 1</p> <p><b>Form of Assessment :</b><br/>         Practice / Performance</p> | Lectures, discussions, exercises<br>9 X 50 |  |  | 0% |
| 4 | Able to play the three octave E chromatic scale with the correct technique | After studying the E chromatic scale, students are able to know and name the notes in the three octave E guitar region | <p><b>Criteria:</b><br/>         Know and name chromatic notes starting from E three octaves correctly and be able to play with the correct technique 4<br/>         Know and name chromatic notes Starting from E three octaves correctly and be able to play with somewhat correct technique 3<br/>         Know and name chromatic notes Starting from E three octaves correctly and can play with incorrect technique 2<br/>         knows and names chromatic notes Starting from E three octaves incorrectly and can play with incorrect technique 1</p> <p><b>Form of Assessment :</b><br/>         Practical Assessment</p>   | Lectures, discussions, exercises<br>9 X 50 |  |  | 0% |

|   |  |  |  |  |  |  |    |
|---|--|--|--|--|--|--|----|
| 5 | Able to play notes on the strings (open strings), accord C and G7, Rhythm Strum1 | After studying the notes on the strings (open strings), accord C and G7, Rhythm Strum1 students are able to understand and play these chords and Rhythms | <p><b>Criteria:</b><br/>         Know, understand and play the notes on the strings (open strings), accord C and G7, Rhythm Strum1 correctly value 4<br/>         Know, understand and play the notes on the strings (open strings), accord C and G7, Rhythm Strum1 somewhat correctly value 3<br/>         Knowing, understanding and playing the notes on the strings (open strings), accord C and G7, Rhythm Strum1 is not correct, 2<br/>         Knowing, understanding and playing the notes on the strings (open strings), accord C and G7, Rhythm Strum1 is incorrect, the score is 1</p> <p><b>Form of Assessment :</b><br/>         Portfolio Assessment</p>   | Lectures, discussions, questions and answers, exercises and assignments 9 X 50 |  |  | 0% |
| 6 | Able to play notes on the strings (open strings), accord C and G7, Rhythm Strum1 | After studying the notes on the strings (open strings), accord C and G7, Rhythm Strum1 students are able to understand and play these chords and Rhythms | <p><b>Criteria:</b><br/>         Know, understand and play the notes on the strings (open strings), accord C and G7, Rhythm Strum1 correctly value 4<br/>         Know, understand and play the notes on the strings (open strings), accord C and G7, Rhythm Strum1 somewhat correctly value 3<br/>         Knowing, understanding and playing the notes on the strings (open strings), accord C and G7, Rhythm Strum1 is not correct, 2<br/>         Knowing, understanding and playing the notes on the strings (open strings), accord C and G7, Rhythm Strum1 is incorrect, the score is 1</p> <p><b>Form of Assessment :</b><br/>         Practice / Performance</p> | Lectures, discussions, questions and answers, exercises and assignments 9 X 50 |  |  | 0% |

|   |  |  |  |  |  |  |    |
|---|--|--|--|--|--|--|----|
| 7 | Able to play notes on the strings (open strings), accord C and G7, Rhythm Strum1   | After studying the notes on the strings (open strings), accord C and G7, Rhythm Strum1 students are able to understand and play these chords and Rhythms   | <p><b>Criteria:</b><br/>         Know, understand and play the notes on the strings (open strings), accord C and G7, Rhythm Strum1 correctly value 4<br/>         Know, understand and play the notes on the strings (open strings), accord C and G7, Rhythm Strum1 somewhat correctly value 3<br/>         Knowing, understanding and playing the notes on the strings (open strings), accord C and G7, Rhythm Strum1 is not correct, 2<br/>         Knowing, understanding and playing the notes on the strings (open strings), accord C and G7, Rhythm Strum1 is incorrect, the score is 1</p> <p><b>Form of Assessment :</b><br/>         Practice / Performance</p> | Lectures, discussions, questions and answers, exercises and assignments 9 X 50 |  |  | 0% |
| 8 | mention and explain the functions of guitar parts Mastering the 3 octave E chromatic scale (plucking and fingering techniques) Mastering open string tones Mastering C and G chords Mastering strumming techniques 1 | After studying the parts of the guitar, chromatic scales, open string tones, C and G7 chords and strum technique 1, students are able to name, explain the function of mastering the picking and fingering techniques. | <p><b>Criteria:</b><br/>         1.The correct fingering tone is a score of 4<br/>         2.The correct fingering tone is somewhat correct, a value of 3<br/>         3.The correct fingering tone is not correct, the value is 2<br/>         4.The tone is not correct, the fingering is not correct, the value is 1</p> <p><b>Form of Assessment :</b><br/>         Project Results Assessment / Product Assessment</p>  | Lectures, discussions, questions and answers, exercises and assignments 3 X 50 |  |  | 0% |
| 9 | Able to play F and C7 accords, Rhythm Strum 2 with correct technique and fingering   | After studying the F, C7 and Rhythm Strum 2 chords, students are able to play the F and C7, Rhythm Strum 2 chords with correct technique and fingering.  | <p><b>Criteria:</b><br/>         1. Correct technique and fingering score 4<br/>         2. Technique and fingering somewhat correct score 3<br/>         3. Technique and fingering are not correct, score 2<br/>         4. Wrong technique and fingering score 1</p>  | Lectures, discussions, questions and answers, and 6 X 50 exercises             |  |  | 0% |

|    |  |   |  |  |  |  |    |
|----|--|---|--|--|--|--|----|
| 10 | Able to play F and C7 accords, Rhythm Strum 2 with correct technique and fingering       | After studying the F, C7 and Rhythm Strum 2 chords, students are able to play the F and C7, Rhythm Strum 2 chords with correct technique and fingering. | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Correct technique and fingering score 4</li> <li>2. Technique and fingering somewhat correct score 3</li> <li>3. Technique and fingering are not correct, score 2</li> <li>4. Wrong technique and fingering score 1</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>                                   | Lectures, discussions, questions and answers, and 6 X 50 exercises |  |  | 0% |
| 11 | Able to play Chords B7, D, A, A7 and scale a minor using correct technique and fingering | After learning the chords B7, D, A, A7 and scale a minor, students are able to play using correct technique and fingering.                              | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Game technique and correct fingering score 4</li> <li>2. Playing and fingering techniques are somewhat correct, score 3</li> <li>3. Playing and fingering techniques are not correct, score 2</li> <li>4. Wrong fingering and playing technique score 1</li> </ol> <p><b>Form of Assessment :</b><br/>Practice / Performance</p> | Lectures, discussions, questions and answers, and 6 X 50 exercises |  |  | 0% |
| 12 | Able to play Chords B7, D, A, A7 and scale a minor using correct technique and fingering | After learning the chords B7, D, A, A7 and scale a minor, students are able to play using correct technique and fingering.                              | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Game technique and correct fingering score 4</li> <li>2. Playing and fingering techniques are somewhat correct, score 3</li> <li>3. Playing and fingering techniques are not correct, score 2</li> <li>4. Wrong fingering and playing technique score 1</li> </ol> <p><b>Form of Assessment :</b><br/>Practice / Performance</p> | Lectures, discussions, questions and answers, and 6 X 50 exercises |  |  | 0% |

|    |   |  |  |  |  |  |    |
|----|---|--|--|--|--|--|----|
| 13 | Able to play the Rasguado Technique correctly | After learning the Rasguado technique, students are able to play it correctly and produce a good sound (loud and round). | <b>Criteria:</b><br>1. Correct fingering and technique score 4<br>2. Fingering and technique somewhat correct score 3<br>3. Incorrect fingering and technique, score 2<br>4. Incorrect fingering and technique score 1<br><br><b>Form of Assessment :</b><br>Practical Assessment  | Lecture, practice 6 X 50   |  |  | 0% |
| 14 | Able to play the Rasguado Technique correctly | After learning the Rasguado technique, students are able to play it correctly and produce a good sound (loud and round). | <b>Criteria:</b><br>1. Correct fingering and technique score 4<br>2. Fingering and technique somewhat correct score 3<br>3. Incorrect fingering and technique, score 2<br>4. Incorrect fingering and technique score 1<br><br><b>Form of Assessment :</b><br>Practice / Performance  | Lecture, practice 6 X 50   |  |  | 0% |
| 15 | Able to play Rhythm Strum 3 rhythm patterns   | After learning the Rhythm Strum 3 rhythm pattern, students can accompany a simple song                                   | <b>Criteria:</b><br>1. Correct rhythm pattern and correct playing technique score 4<br>2. Correct rhythm pattern and somewhat correct playing technique score 3<br>3. The rhythm pattern is correct and the playing technique is not correct, a score of 2<br>4. Correct rhythm pattern and incorrect playing technique score 1<br><br><b>Form of Assessment :</b><br>Practice / Performance | Lectures, discussions, questions and answers, and 3 X 50 exercises |  |  | 0% |

|    |  |  |   |   |  |  |    |
|----|--|--|---|---|--|--|----|
| 16 | Able to play simple pieces of music, both Indonesian and western, with correct technique and fingering | After learning playing and fingering techniques, students can play etudes, pieces of music correctly | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Correct tone, correct fingering, correct playing technique score 4</li> <li>2. Correct tone, correct fingering, somewhat correct playing technique, score 3</li> <li>3. Correct tone, correct fingering, playing technique less than 2 points</li> <li>4. Correct tone, correct fingering, incorrect playing technique, score 1</li> </ol> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment</p> | Discussion, consultation and presentation<br>3 X 50 |  |  | 0% |
|----|--|--|---|---|--|--|----|

**Evaluation Percentage Recap: Project Based Learning**

| No | Evaluation | Percentage |
|----|------------|------------|
|    |            | 0%         |

**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.



