



**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>																																	
Music Psychology	9122102097		T=2 P=0 ECTS=3.18	1	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>	Case Studies																																					
<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: 20px;">P.O</td> </tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">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>	Knowledge and understanding of the relationship between musicology and aspects of psychology.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Djohan. 2009. Psikologi Musik. Yogyakarta: Best Publisher.</li> <li>2. Djohan. 2007. Matinya Efek Mozart. Yogyakarta: Galangpress.</li> <li>3. Campbell, Don. 2002. Efek Mozart. Jakarta: PT. Gramedia Pustaka Utama</li> <li>4. Rachmawati, Yeni. 2005. Musik Sebagai Pembentuk Budi Pekerti. Yogyakarta: Panduan.</li> <li>5. Sobur, Alex. 2009. Psikologi Umum. Bandung: CV. Pustaka Setia.</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dhani Kristiandri, S.Pd., M.Sn. Raden Roro Maha Kalyana Mitta Anggoro, 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	Know the outline of lecture material. Understand the lecture contract	<ol style="list-style-type: none"> <li>1.State an outline of the lecture material</li> <li>2.Agree on a study contract</li> </ol>	<b>Criteria:</b> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate  <b>Form of Assessment :</b> Participatory Activities	Lectures 2 X 50		<b>Material:</b> understanding psychology <b>Reader:</b> Djohan. 2009. Music Psychology. Yogyakarta: Best Publisher.	5%																															

2	Know the background to the emergence of music psychology. Understand the relationship between psychology and music and all its aspects.	<ol style="list-style-type: none"> <li>1.State the background to the emergence of music psychology problems based on literature.</li> <li>2.Concluding the relationship between psychology and music and all its aspects.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.ASSESSMENT RUBRIC</li> <li>2.SCORE</li> <li>3.CRITERIA</li> <li>4.4</li> <li>5.Complete and precise explanation</li> <li>6.3</li> <li>7.Complete explanation but not precise</li> <li>8.2</li> <li>9.The explanation is incomplete and inaccurate</li> <li>10.1</li> <li>11.Explanations are incomplete and inaccurate</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Scientific Approach Lecture Discussion Questions and Answers Assignment 2 X 50			5%
3	Knowing the aspects that influence the level of human musicality. Understanding the aspects that influence the level of human musicality.	<ol style="list-style-type: none"> <li>1.Mention several aspects that influence the level of human musicality.</li> <li>2.Concluding what actually influences the level of human musicality.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.ASSESSMENT RUBRIC</li> <li>2.SCORE</li> <li>3.CRITERIA</li> <li>4.4</li> <li>5.Complete and precise explanation</li> <li>6.3</li> <li>7.Complete explanation but not precise</li> <li>8.2</li> <li>9.The explanation is incomplete and inaccurate</li> <li>10.1</li> <li>11.Explanations are incomplete and inaccurate</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Scientific approach Lecture Discussion Questions and Answers Assignment 2 X 50			5%
4	Knowing the relationship between aspects of music and emotions. Understanding the relationship between aspects of music and emotions	<ol style="list-style-type: none"> <li>1.Mention the relationship between aspects of music and emotions</li> <li>2.Explain the relationship between aspects of music and emotions</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.ASSESSMENT RUBRIC</li> <li>2.SCORE</li> <li>3.CRITERIA</li> <li>4.4</li> <li>5.Complete and precise explanation</li> <li>6.3</li> <li>7.Complete explanation but not precise</li> <li>8.2</li> <li>9.The explanation is incomplete and inaccurate</li> <li>10.1</li> <li>11.Explanations are incomplete and inaccurate</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Scientific Approach Lecture Discussion Questions and Answers Assignment 2 X 50			5%
5	Knowing the relationship between aspects of music and emotions. Understanding the relationship between aspects of music and emotions	<ol style="list-style-type: none"> <li>1.Mention the relationship between aspects of music and emotions</li> <li>2.Explain the relationship between aspects of music and emotions</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.ASSESSMENT RUBRIC</li> <li>2.SCORE</li> <li>3.CRITERIA</li> <li>4.4</li> <li>5.Complete and precise explanation</li> <li>6.3</li> <li>7.Complete explanation but not precise</li> <li>8.2</li> <li>9.The explanation is incomplete and inaccurate</li> <li>10.1</li> <li>11.Explanations are incomplete and inaccurate</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Scientific Approach Lecture Discussion Questions and Answers Assignment 2 X 50			5%

6	Knowing the relationship between aspects of music and cognition Understanding the relationship between aspects of music and cognition	1.Mentions the relationship between aspects of music and cognition 2.Explaining the relationship between aspects of emotion and cognition	<b>Criteria:</b> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate  <b>Form of Assessment :</b> Participatory Activities	Scientific Approach Lecture Discussion Questions and Answers Assignment 2 X 50			5%
7	Knowing the relationship between aspects of music and cognition Understanding the relationship between aspects of music and cognition	1.Mentions the relationship between aspects of music and cognition 2.Explaining the relationship between aspects of emotion and cognition	<b>Criteria:</b> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate  <b>Form of Assessment :</b> Participatory Activities	Scientific Approach Lecture Discussion Question and Answer Assignment 2 X 50			5%
8		Work on questions by answering USS questions	<b>Criteria:</b> 1.Assessment rubric 2.Final Value (Total: 40) x 100 3.Description: Score 4: Complete and accurate explanation, Score 3: Complete and inaccurate explanation. 4.Score 2: Explanation is incomplete and inaccurate, Score 1: Explanation is incomplete.  <b>Form of Assessment :</b> Test	2 X 50			10%
9	Knowing the relationship between music and intelligence Understanding the relationship between music and intelligence	1.Mention the relationship between music and intelligence 2.Explain the relationship between music and intelligence	<b>Criteria:</b> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate  <b>Form of Assessment :</b> Participatory Activities	Scientific Approach Lecture Discussion Questions and Answers Assignment 2 X 50			5%

10	Knowing the relationship between music and intelligence Understanding the relationship between music and intelligence	1.Mention the relationship between music and intelligence 2.Explain the relationship between music and intelligence	<b>Criteria:</b> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate  <b>Form of Assessment :</b> Participatory Activities	Scientific approach Lecture Discussion Questions and Answers Assignment 2 X 50			5%
11	Knowing the implications of teaching music on education and talent development. Understanding the implications of teaching music on education and talent development	1.State the implications of music teaching for education and talent development 2.Explain the implications of music teaching for education and talent development	<b>Criteria:</b> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate  <b>Form of Assessment :</b> Participatory Activities	Scientific Approach Lecture Discussion Questions and answers Assignment 2 X 50			5%
12	Knowing the implications of teaching music on education and talent development. Understanding the implications of teaching music on education and talent development	1.State the implications of music teaching for education and talent development 2.Explain the implications of music teaching for education and talent development	<b>Criteria:</b> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate  <b>Form of Assessment :</b> Participatory Activities	Scientific Approach Lecture Discussion Questions and answers Assignment 2 X 50			5%
13	Knowing the implications of teaching music on education and talent development. Understanding the implications of teaching music on education and talent development	1.State the implications of music teaching for education and talent development 2.Explain the implications of music teaching for education and talent development	<b>Criteria:</b> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate  <b>Form of Assessment :</b> Participatory Activities	Scientific Approach Lecture Discussion Questions and answers Assignment 2 X 50			5%

14	Understand the functions and benefits of music in the field of health therapy. Understand the functions and benefits of music in the field of health therapy	1.Mention the functions and benefits of music in the field of health therapy 2.Explain the function and benefits of music in the field of health therapy	<b>Criteria:</b> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate  <b>Form of Assessment :</b> Participatory Activities	Scientific ApproachLectureDiscussionQuestions and answersAssignment 2 X 50			5%
15	Understand the functions and benefits of music in the field of health therapy. Understand the functions and benefits of music in the field of health therapy	1.Mention the functions and benefits of music in the field of health therapy 2.Explain the function and benefits of music in the field of health therapy	<b>Criteria:</b> 1.ASSESSMENT RUBRIC 2.SCORE 3.CRITERIA 4.4 5.Complete and precise explanation 6.3 7.Complete explanation but not precise 8.2 9.The explanation is incomplete and inaccurate 10.1 11.Explanations are incomplete and inaccurate  <b>Form of Assessment :</b> Participatory Activities	Scientific ApproachLectureDiscussionQuestions and answersAssignment 2 X 50			5%
16			<b>Form of Assessment :</b> Test				20%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Test	30%
		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.