SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Writing Music Journal Articles	9122103135	Study Program Elective Courses	T=3	P=0	ECTS=4.77	5	July 27, 2021

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Harpang Yudha Karyawanto, S.Pd., M.Pd	Harpang Yudha Karyawanto, S.Pd., M.Pd	Agus Suwahyono, S.Sn., M.Pd.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
	PLO-6	Able to apply music theory and practice in social life
	PLO-8	Able to apply theoretical and practical aspects in the art of music using academic discourse presentation methods, the results of which are shown in individual paper presentations.
	Program Objectives (PO)	
	PO - 1	CPMK-KU: Able to document, store, secure and retrieve data to ensure validity and prevent plagiarism in compiling scientific writing (articles or journals).
	PO - 2	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).
	PO - 3	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.
	PLO-PO Matrix	

P.O	PLO-3	PLO-6	PLO-8
PO-1	✔		
PO-2		✔	
PO-3			✔

PO Matrix at the end of each learning stage (Sub-PO)

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											✔	✔	✔	✔	✔	✔

Short Course Description	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).

References	**Main :**

1. Colin Neville. 2007.
2. DIKTI. 2011.
3. Hanum, F., & Si, M. (2003). Strategi penulisan karya ilmiah. Yogyakarta: UNY.
4. Djatmiko, I. W. (2018). Strategi Penulisan Skripsi, Tesis & Disertasi Bidang Pendidikan.
5. Purnobasuki, H., Efendi, F., Wahyuni, I., Harisanty, D., Saraswati, A., & Abadi, A. (2023). Strategi Penulisan Deskripsi Paten. Airlangga University Press.

Supporters:

1. Saifuddin, M. S. I., & Wekke, I. S. (2018). Strategi dan Teknik Penulisan Skripsi. Deepublish.

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.	1. Able to understand the technicalities of lectures for one semester. 2. Able to understand the systematics of scientific writing. 3. Able to describe the characteristics of scientific work	**Criteria:** 1. Able to understand the technicalities of lectures for one semester. 2. Able to understand the systematics of scientific writing. 3. Able to describe the characteristics of scientific work **Form of Assessment** : Participatory Activities	Direct instruction; Discussion; Brainstorming 3 X 50	Synchronous; Discussion; Brainstorm 3 x 50	**Material:** Determining the Research Topic **Literature:** *Hanum, F., & Si, M. (2003). Strategy for writing scientific papers. Yogyakarta: UNY.*	5%
2	Students are able to explain scientific writing planning.	1. Able to develop scientific writing concepts and ideas. 2. Able to understand topic boundaries. 3. Able to understand the originality and purpose of writing. 4. Able to describe the stages in compiling a manuscript.	**Criteria:** 1. Able to develop scientific writing concepts and ideas. 2. Able to understand topic boundaries. 3. Able to understand the originality and purpose of writing. 4. Able to describe the stages in compiling a manuscript. **Form of Assessment** : Participatory Activities	Direct instruction; Discussion; Brainstorming 3 X 50	Synchronous; Discussion; Brainstorm 3 x 50	**Material:** Determining a further research topic **Reference:** *Djatmiko, IW (2018). Strategies for Writing Theses, Theses & Dissertations in the Field of Education.*	5%
3	Students are able to explain scientific writing planning	1. Able to understand the concept of mind mapping. 2. Able to compile mind maps using the mind manager application. 3. Able to formulate manuscript writing problems.	**Criteria:** 1. Able to understand the concept of mind mapping. 2. Able to compile mind maps using the mind manager application. 3. Able to formulate manuscript writing problems. **Form of Assessment** : Participatory Activities	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	**Material:** Determining the theoretical basis **References:** *Purnobasuki, H., Efendi, F., Wahyuni, I., Harisanty, D., Saraswati, A., & Abadi, A. (2023). Patent Description Writing Strategy. Airlangga University Press.*	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.	**Criteria:** 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. **Form of Assessment** : Participatory Activities	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	**Material:** Determining research methods **References:** *Djatmiko, IW (2018). Strategies for Writing Theses, Theses & Dissertations in the Field of Education.*	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.	**Criteria:** 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. **Form of Assessment** : Participatory Activities	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	**Material:** Determining thesis research methods **References:** *Djatmiko, IW (2018). Strategies for Writing Theses, Theses & Dissertations in the Field of Education.*	5%
6	Students are able to describe the ethics of writing scientific papers	1. Be able to describe the principles of quotation. 2. Be able to describe the types of quotations. 3. Able to understand how to make quotations. 4. Able to apply referencing styles (Harvard, APA, MLA, and Vancouver).	**Criteria:** 1. Be able to describe the principles of quotation. 2. Be able to describe the types of quotations. 3. Able to understand how to make quotations. 4. Able to apply referencing styles (Harvard, APA, MLA, and Vancouver). **Form of Assessment** : Participatory Activities, Portfolio Assessment	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	**Material:** Determining a hypothesis **References:** *Djatmiko, IW (2018). Strategies for Writing Theses, Theses & Dissertations in the Field of Education.*	5%
7	Students are able to describe the ethics of writing scientific papers	1. Be able to describe the principles of quotation. 2. Be able to describe the types of quotations. 3. Able to understand how to make quotations. 4. Able to apply referencing styles (Harvard, APA, MLA, and Vancouver).	**Criteria:** 1. Be able to describe the principles of quotation. 2. Be able to describe the types of quotations. 3. Able to understand how to make quotations. 4. Able to apply referencing styles (Harvard, APA, MLA, and Vancouver). **Form of Assessment** : Participatory Activities, Portfolio Assessment	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	**Material:** Qualitative and Quantitative Methods **References:** *Djatmiko, IW (2018). Strategies for Writing Theses, Theses & Dissertations in the Field of Education.*	5%

8	MIDDLE SEMESTER EXAMINATION (UTS)	1. Be able to describe the principles of quotation. 2. Be able to describe the types of quotations. 3. Able to understand how to make quotations. 4. Able to apply referencing styles (Harvard, APA, MLA, and Vancouver).	**Criteria:** 1. Be able to describe the principles of quotation. 2. Be able to describe the types of quotations. 3. Able to understand how to make quotations. 4. Able to apply referencing styles (Harvard, APA, MLA, and Vancouver). **Form of Assessment** : Project Results Assessment / Product Assessment, Test	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	**Material:** Article writing strategy **Reference:** *Djatmiko, IW (2018). Strategies for Writing Theses, Theses & Dissertations in the Field of Education.*	15%
9	Students are able to create a scientific writing framework	1. Able to prepare a paper writing framework. 2. Able to analyze data and compile results. 3. Able to compile methods and results. 4. Able to organize discussions or discussion subchapters. 5. Able to compose introductions and abstracts	**Criteria:** 1. Able to prepare a paper writing framework. 2. Able to analyze data and compile results. 3. Able to compile methods and results. 4. Able to organize discussions or discussion subchapters. 5. Able to compose introductions and abstracts **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	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	**Material:** Writing scientific articles **References:** *Hanum, F., & Si, M. (2003). Strategy for writing scientific papers. Yogyakarta: UNY.*	5%
10	Students are able to create a scientific writing framework	1. Able to prepare a paper writing framework. 2. Able to analyze data and compile results. 3. Able to compile methods and results. 4. Able to organize discussions or discussion subchapters. 5. Able to compose introductions and abstracts	**Criteria:** 1. Able to prepare a paper writing framework. 2. Able to analyze data and compile results. 3. Able to compile methods and results. 4. Able to organize discussions or discussion subchapters. 5. Able to compose introductions and abstracts **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	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	**Material:** Writing scientific articles **References:** *Hanum, F., & Si, M. (2003). Strategy for writing scientific papers. Yogyakarta: UNY.*	5%

11	Students are able to understand scientific articles in the process of preparing a scientific article.	1. Able to study articles or journals in the form of scientific papers and popular papers. 2. Able to create a synthesis table (matrix) from scientific articles.	**Criteria:** 1. Able to study articles or journals in the form of scientific papers and popular papers. 2. Able to create a synthesis table (matrix) from scientific articles. **Form of Assessment**: Portfolio Assessment	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	**Material:** Writing scientific articles **References:** *Hanum, F., & Si, M. (2003). Strategy for writing scientific papers. Yogyakarta: UNY.*	5%
12	Students are able to use effective spelling and sentences in scientific writing.	1. Able to understand spelling and sentence definitions. 2. Able to describe the elements and types of sentences. 3. Able to understand the use of effective sentences and the use of the General Guidelines for Indonesian Spelling (PUEBI).	**Criteria:** 1. Able to understand spelling and sentence definitions. 2. Able to describe the elements and types of sentences. 3. Able to understand the use of effective sentences and the use of the General Guidelines for Indonesian Spelling (PUEBI). **Form of Assessment**: Portfolio Assessment	Direct instruction; Discussion; Brainstorming 3 X 50	Synchronous; Discussion; Brainstorm 3 x 50	**Material:** Determining the theoretical basis **References:** *Djatmiko, IW (2018). Strategies for Writing Theses, Theses & Dissertations in the Field of Education.*	4%
13	Students are able to apply reference systems and bibliography.	1. Able to understand the types of referencing systems (footnotes, endnotes, and bodynote systems). 2. Able to describe the elements and types of bibliography. 3. Able to understand how to compile a bibliography. 4. Able to manage libraries using Mendeley software.	**Criteria:** 1. Able to understand the types of referencing systems (footnotes, endnotes, and bodynote systems). 2. Able to describe the elements and types of bibliography. 3. Able to understand how to compile a bibliography. 4. Able to manage libraries using Mendeley software. **Form of Assessment**: Participatory Activities, Portfolio Assessment	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	**Material:** Research Data **Literature:** *Hanum, F., & Si, M. (2003). Strategy for writing scientific papers. Yogyakarta: UNY.*	5%

14	Students are able to apply reference systems and bibliography.	1.Able to understand the types of referencing systems (footnotes, endnotes, and bodynote systems). 2.Able to describe the elements and types of bibliography. 3.Able to understand how to compile a bibliography. 4.Able to manage libraries using Mendeley software.	**Criteria:** 1.Able to understand the types of referencing systems (footnotes, endnotes, and bodynote systems). 2.Able to describe the elements and types of bibliography. 3.Able to understand how to compile a bibliography. 4.Able to manage libraries using Mendeley software. **Form of Assessment** : Participatory Activities, Portfolio Assessment	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	**Material:** Research results in the article **Reference:** *Hanum, F., & Si, M. (2003). Strategy for writing scientific papers. Yogyakarta: UNY.*	5%
15	Students are able to apply reference systems and bibliography.	1.Able to understand the types of referencing systems (footnotes, endnotes, and bodynote systems). 2.Able to describe the elements and types of bibliography. 3.Able to understand how to compile a bibliography. 4.Able to manage libraries using Mendeley software.	**Criteria:** 1.Able to understand the types of referencing systems (footnotes, endnotes, and bodynote systems). 2.Able to describe the elements and types of bibliography. 3.Able to understand how to compile a bibliography. 4.Able to manage libraries using Mendeley software. **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	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	**Material:** Article writing strategies **References:** *Hanum, F., & Si, M. (2003). Strategy for writing scientific papers. Yogyakarta: UNY.*	5%
16	Students are able to apply reference systems and bibliography.	1.Able to understand the types of referencing systems (footnotes, endnotes, and bodynote systems). 2.Able to describe the elements and types of bibliography. 3.Able to understand how to compile a bibliography. 4.Able to manage libraries using Mendeley software.	**Criteria:** 1.Able to understand the types of referencing systems (footnotes, endnotes, and bodynote systems). 2.Able to describe the elements and types of bibliography. 3.Able to understand how to compile a bibliography. 4.Able to manage libraries using Mendeley software. **Form of Assessment** : Project Results Assessment / Product Assessment, Test	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	**Material:** Article writing strategies **References:** *Purnobasuki, H., Efendi, F., Wahyuni, I., Harisanty, D., Saraswati, A., & Abadi, A. (2023). Patent Description Writing Strategy. Airlangga University Press.*	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	35%
2.	Project Results Assessment / Product Assessment	20.84%
3.	Portfolio Assessment	24.84%
4.	Test	18.34%
		99.02%

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.