



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

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																															
Music Psychology	9122102097	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	2	May 18, 2024																																																																																																															
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																																
	Raden Roro Maha Kalyana Mitta Anggoro, S.Pd., M.Pd		Agus Suwahyono, S.Sn., M.Pd	Agus Suwahyono, S.Sn., M.Pd.																																																																																																																
Learning model	Case Studies																																																																																																																			
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																			
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																																																																																																		
	PLO-11	Able to make the right decisions in the fields of creation, presentation, education and study of music based on accurate information and data analysis, and able to provide alternative solutions to various problems in the field of music in society.																																																																																																																		
	PLO-14	Able to provide counseling and guidance regarding classical and individual music learning methods in the world of education.																																																																																																																		
	Program Objectives (PO)																																																																																																																			
	PO - 1	CPMK-S: Have a high level of discipline and responsibility in Music Psychology																																																																																																																		
	PO - 2	CPMK-KU: Utilizing learning resources and ICT to support the design and implementation of Music Psychology courses including literature studies to obtain data on the form of Music Psychology models, browsing the internet to obtain data on the latest Music Psychology training patterns by downloading on free sites or paid ones.																																																																																																																		
	PO - 3	CPMK-KK: Design/ compose/ discuss/ present/ form new patterns in Music Psychology																																																																																																																		
	PO - 4	CPMK-P: Have knowledge of Music Psychology, Music Psychology skills, Music Psychology with various Music Psychology techniques, and can present songs for Music Psychology practice in front of the class.																																																																																																																		
	PLO-PO Matrix																																																																																																																			
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-2</th> <th>PLO-11</th> <th colspan="2">PLO-14</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td></td> <td colspan="2"></td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td colspan="2">✓</td> </tr> <tr> <td>PO-3</td> <td></td> <td>✓</td> <td colspan="2">✓</td> </tr> <tr> <td>PO-4</td> <td></td> <td>✓</td> <td colspan="2"></td> </tr> </tbody> </table>				P.O	PLO-2	PLO-11	PLO-14		PO-1	✓				PO-2		✓	✓		PO-3		✓	✓		PO-4		✓																																																																																								
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																				
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td> </tr> <tr> <td>PO-4</td> <td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>															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		✓	✓													
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Short Course Description	Knowledge and understanding of the relationship between musicology and aspects of psychology.																																																																																																																			
References	Main :																																																																																																																			

1. Djohan. 2009. Psikologi Musik. Yogyakarta: Best Publisher
2. Djohan. 2007. Matinya Efek Mozart. Yogyakarta: Galangpress
3. Campbell, Don. 2002. Efek Mozart. Jakarta: PT
4. Rachmawati, Yeni. 2005. Musik Sebagai Pembentuk Budi Pekerti. Yogyakarta: Panduan
5. Sobur, Alex. 2009. Psikologi Umum. Bandung: CV

Supporters:

Supporting lecturer

Drs. Heri Murbiantoro, M.Pd.
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	1. Know the outline of the lecture material. 2. Understand the lecture contract	1. State an outline of the lecture material. 2. Agree on a study contract.	Criteria: Lectures, questions and answers, demonstrations and practice. Form of Assessment : Participatory Activities	State an outline of the lecture material. 2 x 50'		Material: Outline of lecture material. Reader: Djohan. 2009. Music Psychology. Yogyakarta: Best Publisher	5%
2	1. Know the outline of the lecture material. 2. Understand the lecture contract	1. State an outline of the lecture material. 2. Agree on a study contract.	Criteria: Lectures, questions and answers, demonstrations and practice. Form of Assessment : Participatory Activities	State an outline of the lecture material. 2 x 50'		Material: Outline of lecture material. Reader: Djohan. 2009. Music Psychology. Yogyakarta: Best Publisher	5%
3	1. Know the outline of the lecture material. 2. Understand the lecture contract	1. State an outline of the lecture material. 2. Agree on a study contract.	Criteria: Lectures, questions and answers, demonstrations and practice. Form of Assessment : Participatory Activities	State an outline of the lecture material. 2 x 50'		Material: Outline of lecture material. Reader: Djohan. 2009. Music Psychology. Yogyakarta: Best Publisher	5%
4	1. Knowing the relationship between aspects of music and emotions. 2. Understand the relationship between aspects of music and emotions.	1. Mention the relationship between aspects of music and emotions. 2. Explain the relationship between aspects of music and emotions.	Criteria: Lectures, questions and answers, demonstrations and practice. Form of Assessment : Participatory Activities	Mention the relationship between aspects of music and emotions. 3 x 50'		Material: Music and emotions. Reader: Djohan. 2009. Music Psychology. Yogyakarta: Best Publisher	5%
5	1. Knowing the relationship between aspects of music and emotions. 2. Understand the relationship between aspects of music and emotions.	1. Mention the relationship between aspects of music and emotions. 2. Explain the relationship between aspects of music and emotions.	Criteria: Lectures, questions and answers, demonstrations and practice. Form of Assessment : Participatory Activities	Mention the relationship between aspects of music and emotions. 3 x 50'		Material: Music and emotions. Reader: Djohan. 2009. Music Psychology. Yogyakarta: Best Publisher	5%

6	<p>1.Knowing the relationship between aspects of music and cognition.</p> <p>2.Understanding the relationship between aspects of music and cognition.</p>	<p>1.Mentions the relationship between aspects of music and cognition.</p> <p>2.Explain the relationship between aspects of music and cognition.</p>	<p>Criteria: Lectures, questions and answers, demonstrations and practice.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Mentions the relationship between aspects of music and cognition. 2 x 50'</p>		<p>Material: Music and cognition. Reader: <i>Djohan. 2009. Music Psychology. Yogyakarta: Best Publisher</i></p>	5%
7	<p>1.Knowing the relationship between aspects of music and cognition.</p> <p>2.Understanding the relationship between aspects of music and cognition.</p>	<p>1.Mentions the relationship between aspects of music and cognition.</p> <p>2.Explain the relationship between aspects of music and cognition.</p>	<p>Criteria: Lectures, questions and answers, demonstrations and practice.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Mentions the relationship between aspects of music and cognition. 2 x 50'</p>		<p>Material: Music and cognition. Reader: <i>Djohan. 2009. Music Psychology. Yogyakarta: Best Publisher</i></p>	5%
8	<p>1.Knowing the relationship between aspects of music and cognition.</p> <p>2.Understanding the relationship between aspects of music and cognition.</p>	<p>1.Mentions the relationship between aspects of music and cognition.</p> <p>2.Explain the relationship between aspects of music and cognition.</p>	<p>Criteria: Theory Test.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Mentions the relationship between aspects of music and cognition. 2 x 50'</p>		<p>Material: Music and cognition. Reader: <i>Djohan. 2009. Music Psychology. Yogyakarta: Best Publisher</i></p>	10%
9	<p>1.Understand the relationship between music and intelligence.</p> <p>2.Understand the relationship between music and intelligence.</p>	<p>1.Mention the relationship between music and intelligence.</p> <p>2.Explain the relationship between music and intelligence.</p>	<p>Criteria: Lectures, questions and answers, demonstrations and practice</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Mention the relationship between music and intelligence. 2 x 50'</p>		<p>Material: Music and intelligence. Reader: <i>Djohan. 2009. Music Psychology. Yogyakarta: Best Publisher</i></p>	5%
10	<p>1.Understand the relationship between music and intelligence.</p> <p>2.Understand the relationship between music and intelligence.</p>	<p>1.Mention the relationship between music and intelligence.</p> <p>2.Explain the relationship between music and intelligence.</p>	<p>Criteria: Lectures, questions and answers, demonstrations and practice</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Mention the relationship between music and intelligence. 2 x 50'</p>		<p>Material: Music and intelligence. Reader: <i>Djohan. 2009. Music Psychology. Yogyakarta: Best Publisher</i></p>	5%
11	<p>1.Know the implications of music teaching on education and talent development.</p> <p>2.Understand the implications of music teaching for education and talent development.</p>	<p>1.State the implications of music teaching for education and talent development.</p> <p>2.Explain the implications of music teaching for education and talent development.</p>	<p>Criteria: Lectures, questions and answers, demonstrations and practice.</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>State the implications of music teaching for education and talent development. 2 x 50'</p>		<p>Material: Implications of music teaching for education and talent development. Reader: <i>Djohan. 2009. Music Psychology. Yogyakarta: Best Publisher</i></p>	5%

12	1. Know the implications of music teaching on education and talent development. 2. Understand the implications of music teaching for 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.	Criteria: Lectures, questions and answers, demonstrations and practice. Form of Assessment : Participatory Activities, Portfolio Assessment	State the implications of music teaching for education and talent development. 2 x 50'		Material: Implications of music teaching for education and talent development. Reader: Djohan. 2009. <i>Music Psychology</i> . Yogyakarta: Best Publisher	5%
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14	1. Know the implications of music teaching on education and talent development. 2. Understand the implications of music teaching for 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.	Criteria: Lectures, questions and answers, demonstrations and practice. Form of Assessment : Participatory Activities, Portfolio Assessment	State the implications of music teaching for education and talent development. 2 x 50'		Material: Implications of music teaching for education and talent development. Reader: Djohan. 2009. <i>Music Psychology</i> . Yogyakarta: Best Publisher	5%
15	1. Know the functions and benefits of music in the field of health therapy. 2. Understand the function 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.	Criteria: Lectures, questions and answers, demonstrations and practice. Form of Assessment : Participatory Activities, Portfolio Assessment	Mention the functions and benefits of music in the field of health therapy. 2 x 50'		Material: Music in the field of health therapy. Reader: Djohan. 2009. <i>Music Psychology</i> . Yogyakarta: Best Publisher	5%
16	1. Know the functions and benefits of music in the field of health therapy. 2. Understand the function 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.	Criteria: Theory test. Form of Assessment : Portfolio Assessment, Test	Mention the functions and benefits of music in the field of health therapy. 2 x 50'		Material: Music in the field of health therapy. Reader: Djohan. 2009. <i>Music Psychology</i> . Yogyakarta: Best Publisher	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	57.5%
2.	Portfolio Assessment	27.5%
3.	Test	15%
		100%

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.