							Document Code
	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Undergraduate Study Program Drama Arts, Dance and Music Education**						

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Arts Learning	8820902553		T=2	P=0	ECTS=3.18	5	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Welly Suryandoko, S.Pd., M.Pd.

Learning model	**Case Studies**

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-8	Able to use and develop various learning resources and the latest learning media for drama, dance and music to support the implementation of curricular, co-curricular and extracurricular learning
	PLO-12	Mastering the science, practice and creation of drama, dance and music, as well as performing arts (dramaturgy, musicology, performing arts studies, ethnochoreology, art criticism, aesthetics and others).
	PLO-13	Development of research in the field of art and technology-based art education, arts and culture in East Java and the Eastern Indonesia region and the field of arts and culture
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-3	PLO-8	PLO-12	PLO-13

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

Short Course Description	Mastery of arts education knowledge includes the scope, objectives, learning aspects and characteristics of arts learning (especially performing arts. Learning is carried out through discussion, observation and study.

References	**Main :**

1. Rohidi, Tjetjep Rohendi, 2016. Pendidikan Seni Isu dan Paradigma. Semarang: Cipta Prima Nusantara
2. Pekerti, Widia, dkk. 2003. Pendidikan Seni Musik-Tari/ Drama . Jakarta:Pusat Penerbitan Universitas Terbuka.
3. Soehardjo, A.J. 205. Pendidikan seni dari Konsep sampai Program. Malang : penerbit Balai kajian Seni dan Desain Universitas Negeri Malang
4. MODUL 2 KONSEP KARYA MUSIK DAN PEMBELAJARANNYA.pdf
5. MODUL 3. TARI.pdf
6. MODUL 4 Seni Budaya Finish_Teater.pdf

Supporters:

Supporting lecturer	Drs. Bambang Sugito, M.Sn. Dr. Anik Juwariyah, M.Si. Dra. Enie Wahyuning Handayani, M.Si.

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 scope of arts education in general and the scope of performing arts education	1. able to understand the scope of arts education in general 2. able to understand the scope of performing arts education	**Criteria:** Students are able to understand the scope of arts education and the scope of performing arts education well. **Form of Assessment** : Participatory Activities	1. Lecture2. Discussion3. Assignment 2 X 50			2%
2	Students are able to understand the scope of arts education in general and the scope of performing arts education	1. able to understand the scope of arts education in general 2. able to understand the scope of performing arts education	**Criteria:** Students are able to understand the scope of arts education and the scope of performing arts education well. **Form of Assessment** : Participatory Activities	1. Lecture2. Discussion3. Assignment 2 X 50			2%
3	Students are able to understand the purpose of studying (performing) arts	1. After being given an explanation, students are able to describe the objectives of learning dramatic arts well. After being given an explanation, students are able to describe the objectives of learning dance well 3. After being given an explanation, students are able to describe the objectives of learning the art of music well	**Criteria:** 1.1. Students are able to describe the objectives of learning dramatic arts using 2.2. Students are able to describe the objectives of learning dance well 3.3. Students are able to describe the objectives of learning the art of music well **Form of Assessment** : Participatory Activities	1. Lecture2. Discussion3. Video Viewing4. Assignment5. Observation 2 X 50			2%

4	Students are able to understand the purpose of studying (performing) arts	1. After being given an explanation, students are able to describe the objectives of learning dramatic arts well. After being given an explanation, students are able to describe the objectives of learning dance well 3. After being given an explanation, students are able to describe the objectives of learning the art of music well	**Criteria:** 1.1. Students are able to describe the objectives of learning dramatic arts using 2.2. Students are able to describe the objectives of learning dance well 3.3. Students are able to describe the objectives of learning the art of music well **Form of Assessment** : Participatory Activities, Practice/Performance	1. Lecture2. Discussion3. Video Viewing4. Assignment5. Observation 2 X 50			5%
5	Examining art learning in formal and non-formal schools	1. After receiving an explanation from the lecturer and reading literature, students are able to study art learning in formal schools 2. After receiving an explanation from the lecturer and reading literature, students are able to study non-formal art learning	**Criteria:** Students are able to describe learning dance and music drama arts at school and non-formally well **Form of Assessment** : Practice / Performance	1. Lecture2. Discussion3. Assignment4. Observation 3 X 50			2%
6	Examining art learning in formal and non-formal schools	1. After receiving an explanation from the lecturer and reading literature, students are able to study art learning in formal schools 2. After receiving an explanation from the lecturer and reading literature, students are able to study non-formal art learning	**Criteria:** Students are able to describe learning dance and music drama arts at school and non-formally well **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	1. Lecture2. Discussion3. Assignment4. Observation 3 X 50			5%

7	Examining art learning in formal and non-formal schools	1. After receiving an explanation from the lecturer and reading literature, students are able to study art learning in formal schools 2. After receiving an explanation from the lecturer and reading literature, students are able to study non-formal art learning	**Criteria:** Students are able to describe learning dance and music drama arts at school and non-formally well **Form of Assessment** : Portfolio Assessment	1. Lecture2. Discussion3. Assignment4. Observation 3 X 50			5%
8	UTS students are able to understand the concept of the scope and objectives of performing arts education, both in formal and non-formal schools	1. Students are able to describe the scope of drama arts education well. Students are able to describe the scope of dance education well 3. Students are able to describe the scope of music education well 4. Students are able to describe the objectives of drama, dance and music education correctly 5. Students are able to describe the objectives of learning the arts, drama, dance and music in formal and non-formal education correctly	**Criteria:** 1.1. Students are able to describe the scope of drama arts education well 2.2. Students are able to describe the scope of dance education well 3.3. Students are able to describe the scope of music education well 4.4. Students are able to describe the objectives of drama, dance and music education correctly 5.5. Students are able to describe the objectives of learning the arts, drama, dance and music in formal and non-formal education correctly **Form of Assessment** : Test	1. Lecture2. Discussion3. Assignment4. Observation 2 X 50			20%
9			**Form of Assessment** : Participatory Activities, Tests	Midterm exam			2%
10			**Form of Assessment** : Participatory Activities	Offline			2%
11			**Form of Assessment** : Participatory Activities, Portfolio Assessment	1. Discovery,2. Discussion, 3. Assignment, 4. Observation			2%
12			**Form of Assessment** : Portfolio Assessment	1. Discovery,2. Discussion, 3. Assignment, 4. Observation			5%

13			**Form of Assessment** : Participatory Activities	Presentation, Discussion,3. Assignment, 4. Observation			2%
14			**Form of Assessment** : Participatory Activities	Presentations, Discussions, Assignments, Observations			2%
15			**Form of Assessment** : Participatory Activities	Presentations, Discussions, Assignments, Observations			2%
16			**Form of Assessment** : Test	Writing test			40%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	20.17%
2.	Portfolio Assessment	12.67%
3.	Practice / Performance	6.17%
4.	Test	61%
		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.