



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

Document Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Research methods | 8820903529 | Compulsory Curriculum Subjects - Institutional | T=3 | P=0 | ECTS=4.77 | 3 | November 24, 2023 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Dr. Setyo Yanuartuti, M.Si | | Dr. Anik Juwariyah, M.Si. | | | Dr. Welly Suryandoko, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Project Based Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Able to design research with the correct methodology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 2 | Able to identify, formulate and solve problems | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 3 | Have knowledge of current issues and broad insight related to the field of music | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 4 | Have professional responsibility and ethics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 5 | Able to communicate effectively | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: 20px;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> <tr><td>PO-5</td></tr> </table> | | | | | | P.O | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: 20px;"> <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> <tr><td>PO-5</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 | | | | | | | | | | | | | | | | | PO-5 | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | Study the nature of research, types of research, criteria for selecting research problems, problem formulation, hypotheses/assumptions, variables, operational definitions of variables, research designs, artistic theories, data collection techniques, data analysis techniques, population and samples and research targets , and writing research proposals. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. Soedarsono, 2001, Metodologi Penelitian Seni Pertunjukan dan Seni Rupa. Bandung: MSPI. 2. Juwariyah, Anik, dkk. 2021. Metodologi Penelitian Seni Pertunjukan. Surabaya: Jurusan Sendratasik. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Ratna, Nyoman Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Jakarta: Pustaka Pelajar. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Supporting lecturer | | Dr. Eko Wahyuni Rahayu, M.Hum. Dr. I Nengah Mariasa, M.Hum. Dr. Autar Abdillah, S.Sn., M.Si. Dr. Anik Juwariyah, M.Si. Dr. Setyo Yanuartuti, M.Si. Joko Winarko, S.Sn., M.Sn. | | | | | |
|---------------------|--|--|--|--|-------------------|---|-----------------------|
| 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 | Explain the nature of art research | Able to explain the nature of art research. Able to explain the meaning and types of research | Criteria: 1.Students are able to explain the nature of art research well 2.Students are able to explain the meaning of Art Research correctly 3.Students are able to name the type of research correctly Form of Assessment : Participatory Activities | Lectures and Questions and Answers 2 X 50 | | Material: essence of arts research Reference: <i>Soedarsono, 2001, Research Methodology for Performing Arts and Fine Arts. Bandung: MSPI.</i> Material: definition and types of research Literature: <i>Soedarsono, 2001, Research Methodology for Performing Arts and Fine Arts. Bandung: MSPI.</i> | 3% |
| 2 | Mastering topic selection, preliminary studies and interesting research titles | Students are able to choose topics, preliminary studies and interesting research titles | Criteria: Students are able to choose topics, preliminary studies and interesting research titles Form of Assessment : Participatory Activities | Lectures, discussions, questions and answers 4 X 50 | | Material: topic, preliminary study and research title References: <i>Drafting Team. 2006. Guide to Writing and Grading Thesis at State University of Surabaya.</i> | 3% |
| 3 | Mastering topic selection, preliminary studies and interesting research titles | Students are able to choose topics, preliminary studies and interesting research titles | Criteria: Students are able to choose topics, preliminary studies and interesting research titles Form of Assessment : Participatory Activities, Portfolio Assessment | Lectures, discussions, questions and answers 4 X 50 | | Material: topic, preliminary study and research title Reference: <i>Soedarsono, 2001, Research Methodology for Performing Arts and Fine Arts. Bandung: MSPI.</i> | 3% |
| 4 | Understand the preparation of qualitative and quantitative research proposals and research reports | Students are able to differentiate between qualitative and quantitative research proposals | Criteria: Students are able to explain the differences between quantitative research and qualitative research correctly Form of Assessment : Participatory Activities | Lecture, Discussion, question and answer 1 X 1 | | Material: qualitative and quantitative research proposals Reference: <i>Soedarsono, 2001, Research Methodology for Performing and Fine Arts. Bandung: MSPI.</i> | 3% |
| 5 | Understand the preparation of qualitative and quantitative research proposals and research reports | Students are able to differentiate between qualitative and quantitative research proposals | Criteria: Students are able to explain the differences between quantitative research and qualitative research correctly Form of Assessment : Portfolio Assessment | Lecture, Discussion, question and answer 1 X 1 | | Material: qualitative and quantitative research proposals References: <i>Drafting Team. 2006. Guide to Writing and Grading Thesis at State University of Surabaya.</i> | 3% |

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| 6 | <p>Mastering the writing of the Introduction (background of the problem, problem formulation, objectives and benefits of the research). Mastering the writing of literature reviews, bibliography, quotations and other writing systems in the thesis</p> | <p>Students are able to write an introduction (background of the problem, problem formulation, objectives and benefits of research). Students are able to write a literature review, bibliography, quotations and other writing systems in their thesis</p> | <p>Criteria: 1. Students are able to write an introduction (background of the problem, problem formulation, objectives and benefits of the research) 2. Students are able to compile literature reviews, bibliography, quotations and other writing systems in their thesis</p> <p>Form of Assessment :</p> Participatory Activities, Portfolio Assessment | <p>Lectures, discussions, questions and answers and assignments 6 X 50</p> | | <p>Material: Introduction writing (background of the problem, problem formulation, objectives and benefits of research). Reference: Soedarsono, 2001, <i>Research Methodology for Performing and Fine Arts</i>. Bandung: MSPI.</p> <hr/> <p>Material: writing literature reviews, bibliography, quotations and other writing systems in theses. Literature: Drafting Team. 2006. <i>Guide to Writing and Grading Thesis at State University of Surabaya</i>.</p> | 3% |
| 7 | <p>Mastering the writing of the Introduction (background of the problem, problem formulation, objectives and benefits of the research). Mastering the writing of literature reviews, bibliography, quotations and other writing systems in the thesis</p> | <p>Students are able to write an introduction (background of the problem, problem formulation, objectives and benefits of research). Students are able to write a literature review, bibliography, quotations and other writing systems in their thesis</p> | <p>Criteria: 1. Students are able to write an introduction (background of the problem, problem formulation, objectives and benefits of the research) 2. Students are able to compile literature reviews, bibliography, quotations and other writing systems in their thesis</p> <p>Form of Assessment :</p> Portfolio Assessment | <p>Lectures, discussions, questions and answers and assignments 6 X 50</p> | | <p>Material: writing literature reviews, bibliography, quotations and other writing systems in theses. Literature: Drafting Team. 2006. <i>Guide to Writing and Grading Thesis at State University of Surabaya</i>.</p> <hr/> <p>Material: Introduction writing (background of the problem, problem formulation, objectives and benefits of research). Reference: Soedarsono, 2001, <i>Research Methodology for Performing and Fine Arts</i>. Bandung: MSPI.</p> | 3% |

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| 8 | Sub Summative Exam | Students are able to write an introduction (background of the problem, problem formulation, objectives and benefits of research). Students are able to write a literature review, bibliography, quotations and other writing systems in their thesis | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Students are able to write an introduction (background of the problem, problem formulation, objectives and benefits of the research) 2. Students are able to compile literature reviews, bibliography, quotations and other writing systems in their thesis <p>Form of Assessment : Portfolio Assessment</p> | Lectures, discussions, questions and answers and assignments 6 X 50 | | <p>Material: Introduction (Background of the problem, problem formulation, research objectives and benefits. Reference: <i>Spradley, James P., 2007, Ethnographic Method. Yogyakarta: Tiara Wacana.</i></p> <hr/> <p>Material: Literature Review, Bibliography, Quotations and other writing systems in thesis Literature: <i>Drafting Team. 2005. General Guidelines for Improved Indonesian Spelling. Jakarta: Language Center of the Department of National Education.</i></p> | 20% |
| 9 | Understanding Research Methods/CHAPTER III Research Proposals which include Research Approaches, data sources, research variables, sampling techniques, various data collection techniques, data analysis and data validity | Students are able to explain in their proposals matters related to research methods, which include research approaches, data sources, research variables, sampling techniques, various data collection techniques, data analysis and data validity. | <p>Criteria: Students are able to understand the parts of research methods well and organize them in a research proposal</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, discussions and assignments 2 X 50 | | <p>Material: parts of research methods and preparation of research proposals References: <i>Bungin, HMBurhan. 2008. Qualitative Research, Communication, Economics, Public Policy and Other Social Sciences. Jakarta : Kencana.</i></p> <hr/> <p>Material: parts of research methods and preparing research proposals Reference: <i>Sugiono, 2005, Understanding Qualitative Research. Bandung: CV. Alfabet.</i></p> | 3% |

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|----|---|---|---|---|--|--|----|
| 10 | Understanding Research Methods/CHAPTER III Research Proposals which include Research Approaches, data sources, research variables, sampling techniques, various data collection techniques, data analysis and data validity | Students are able to explain in their proposals matters related to research methods, which include research approaches, data sources, research variables, sampling techniques, various data collection techniques, data analysis and data validity. | <p>Criteria: Students are able to understand the parts of research methods well and organize them in a research proposal</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, discussions and assignments 2 X 50 | | <p>Material: research methods, which include research approaches, data sources, research variables, sampling techniques, various data collection techniques, data analysis and data validity.</p> <p>Reference: <i>Soedarsono, 2001, Research Methodology for Performing and Fine Arts. Bandung: MSPI.</i></p> <hr/> <p>Material: research methods, which include research approaches, data sources, research variables, sampling techniques, various data collection techniques, data analysis and data validity.</p> <p>Reference: <i>Sugiono, 2005, Understanding Qualitative Research. Bandung: CV. Alfabet.</i></p> | 3% |
| 11 | Understanding the preparation of art research proposals (Chapters I to III) (Used as UTS) | Students are able to prepare art research proposals well | <p>Criteria: Students are able to prepare art research proposals well</p> <p>Form of Assessment : Portfolio Assessment</p> | Assignment 2 X 50 | | <p>Material: arts research proposal (Chapters I to III)</p> <p>References: <i>Soedarsono, 2001, Research Methodology for Performing Arts and Fine Arts. Bandung: MSPI.</i></p> <hr/> <p>Material: art research proposal (Chapters I to III)</p> <p>References: <i>Drafting Team. 2006. Guide to Writing and Grading Thesis at State University of Surabaya.</i></p> | 3% |

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| 12 | Understanding arts research proposals | Students can review art research proposals well | <p>Criteria: Students can correct art research proposals in detail and well.</p> <p>Form of Assessment : Portfolio Assessment</p> | Paired corrections to the art research proposal that has been prepared 2 X 50 | | <p>Material: art research proposal (Chapters I to III)</p> <p>References: <i>Bungin, HMBurhan. 2008. Qualitative Research, Communication, Economics, Public Policy and Other Social Sciences. Jakarta : Kencana.</i></p> <hr/> <p>Material: art research proposal (Chapters I to III)</p> <p>Reference: <i>Sugiono, 2005, Understanding Qualitative Research. Bandung: CV. Alfabet.</i></p> <hr/> <p>Material: art research proposal (Chapters I to III)</p> <p>References: <i>Spradley, James P., 2007, Ethnographic Method. Yogyakarta: Tiara Wacana.</i></p> | 3% |
| 13 | Understand the importance of the substance of content and correct writing in an arts research proposal | Students are able to revise each part of their research proposal (both in substance and writing) properly and correctly. Students are able to add important points to their artistic research proposal. Students are able to search for literature that supports their research proposal, both from scientific journals and textbooks that are relevant and up to date | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Students are able to revise each part of their research proposal (both in substance and writing) properly and correctly. 2. Students are able to add important points to an art research proposal carefully 3. Students are able to search for literature that supports their research proposals, both from scientific journals and textbooks that are relevant and up to date <p>Form of Assessment : Participatory Activities</p> | Discussion Assignment 6 X 50 | | <p>Material: literature that supports the research proposal, both from scientific journals and textbooks that are relevant and up to date.</p> <p>Library: <i>Drafting Team. 2005. General Guidelines for Improved Indonesian Spelling. Jakarta: Language Center of the Department of National Education.</i></p> | 3% |

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|----|--|--|---|--|--|---|-----|
| 14 | Understand the importance of the substance of content and correct writing in an arts research proposal | Students are able to revise each part of their research proposal (both in substance and writing) properly and correctly. Students are able to add important points to their artistic research proposal. Students are able to search for literature that supports their research proposal, both from scientific journals and textbooks that are relevant and up to date | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Students are able to revise each part of their research proposal (both in substance and writing) properly and correctly. 2. Students are able to add important points to an art research proposal carefully 3. Students are able to search for literature that supports their research proposals, both from scientific journals and textbooks that are relevant and up to date <p>Form of Assessment : Portfolio Assessment</p> | Discussion Assignment 2 X 50 | | <p>Material: literature that supports the research proposal, both from scientific journals and textbooks that are relevant and up to date.</p> <p>Library: <i>Soedarsono, 2001, Research Methodology for Performing and Fine Arts. Bandung: MSPI.</i></p> | 3% |
| 15 | Understand the importance of the substance of content and correct writing in an arts research proposal | Students are able to revise each part of their research proposal (both in substance and writing) properly and correctly. Students are able to add important points to their artistic research proposal. Students are able to search for literature that supports their research proposal, both from scientific journals and textbooks that are relevant and up to date | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Students are able to revise each part of their research proposal (both in substance and writing) properly and correctly. 2. Students are able to add important points to an art research proposal carefully 3. Students are able to search for literature that supports their research proposals, both from scientific journals and textbooks that are relevant and up to date <p>Form of Assessment : Portfolio Assessment</p> | Discussion Assignment 6 X 50 | | <p>Material: literature that supports the research proposal, both from scientific journals and textbooks that are relevant and up to date.</p> <p>Library: <i>Drafting Team. 2006. Guide to Writing and Grading Thesis at State University of Surabaya.</i></p> | 5% |
| 16 | Able to understand the Preparation of Art Research Proposals (UAS) | students are able to submit a revised research proposal | <p>Criteria: students are able to submit revised research proposals in a timely manner</p> <p>Form of Assessment : Portfolio Assessment</p> | Gathering proposals and reflecting on the process of preparing a 2 X 50 proposal | | <p>Material: preparation of a research proposal</p> <p>References: <i>Drafting Team. 2006. Guide to Writing and Grading Thesis at State University of Surabaya.</i></p> | 30% |

Evaluation Percentage Recap: Project Based Learning

| No | Evaluation | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 21% |
| 2. | Portfolio Assessment | 73% |
| | | 94% |

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.