



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																		
Indonesian Archipelago Culture	8821002297		T=2	P=0	ECTS=3.18	2	July 17, 2024																																																																		
AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																																			
		Dr. I Nyoman Lodra, M.Si., Dr. Djuli Djatiprambudi, M.Sn.			Fera Ratyaningrum, S.Pd., M.Pd.																																																																			
Learning model	Case Studies																																																																								
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																								
	Program Objectives (PO)																																																																								
	PO - 1	Students understand and describe the development of Indonesian cultural thought																																																																							
	PO - 2	Students are able to examine in depth the concept of Indonesian fine culture in relation to fine arts education.																																																																							
	PLO-PO Matrix																																																																								
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PO Matrix at the end of each learning stage (Sub-PO)																																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <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> </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																
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Short Course Description	Courses to study and explain the various visual cultures that grow and develop in Indonesia, including techniques, ideas, patterns, community skills, lifestyles, beliefs and cultural values of the people in certain areas, both relics of the past and their relationship to development today, as a basis for thinking about creating visual communication design works based on local culture.																																																																								
References	Main :																																																																								
	<ol style="list-style-type: none"> 1. Claire Holt. 1967. Art in Indonesia: Continuities and Change. New York: Cornell University Press. 2. Anne Richter. 1994. Art & Crafts of Indonesia. Chronicle Books. 3. Primadi Tabrani. 2006. Bahasa Rupa. Bandung: Penerbit ITB. 4. Agus Sachari. 2007. Budaya Visual Indonesia. Jakarta: Erlangga. 5. Wiyoso Yudoseputro. 2008. Jejak-jejak Tradisi Bahasa Rupa Indonesia Lama. Jakarta: YSVI & IKJ. 6. FX. Rahyono. 2009. Kearifan Budaya dalam Kata. Jakarta: Wedatama Widyasastra. 7. Aryo Sunaryo. 2009. Ornamen Nusantara. Semarang: Dahara Prize. 8. Dekranas. 2009. Exquisite Indonesia (The finest craft of the archipelago). Jakarta 																																																																								
	Supporters:																																																																								
Supporting lecturer	Dr. Drs. I Nyoman Lodra, 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	Understand the theoretical aspects of culture	Can explain: 1. Definition of culture 2. Differences between culture & culture	Criteria: 1.A= If students are able to explain the definition of culture and the differences between culture and culture correctly 2.B = if students are able to explain the definition of culture and the differences between culture & culture 3.C = If students are able to explain the definition of culture Form of Assessment : Participatory Activities	Deductive Approach Lectures, discussions, questions and answers 2 X 50		Material: theoretical aspects of culture Reference: FX. Rahyono. 2009. Cultural Wisdom in Words. Jakarta: Wedatama Widyasastra.	0%
2	Understand the cultural framework	Can explain: 1. The process of creating culture 2. Elements of culture 3. Cultural systems and structures	Criteria: Students are able to describe the material according to the indicators that have been determined Form of Assessment : Participatory Activities	Deductive Approach Lectures, discussions, questions and answers 4 X 50		Material: cultural framework Reader: Agus Sachari. 2007. Indonesian Visual Culture. Jakarta: Erlangga.	5%
3	Understand the cultural framework	Can explain: 1. The process of creating culture 2. Elements of culture 3. Cultural systems and structures	Criteria: Students are able to describe the material according to the indicators that have been determined Form of Assessment : Participatory Activities, Tests	Deductive Approach Lectures, discussions, questions and answers 4 X 50		Material: cultural framework Reader: Agus Sachari. 2007. Indonesian Visual Culture. Jakarta: Erlangga.	5%

4	Understanding Cultural Dynamics	Can explain and distinguish: 1. Process of cultural growth 2. Evolution and diffusion 3. Acculturation & assimilation 4. Innovation	<p>Criteria:</p> <p>1.A= If students are able to describe the process of cultural growth 2. Evolution and diffusion 3. Acculturation & assimilation 4. Innovation</p> <p>2.B= If students are able to describe the process of cultural growth 2. Evolution and diffusion 3. Acculturation & assimilation</p> <p>3.C= If students are able to describe the process of cultural growth 2. Evolution and diffusion</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Inductive Approach Lectures, discussions, questions and answers 4 X 50		<p>Material: Cultural Dynamics Reader: Claire Holt. 1967. <i>Art in Indonesia: Continuities and Change.</i> New York: Cornell University Press.</p> <hr/> <p>Material: Cultural Dynamics Reader: Primadi Tabrani. 2006. <i>Visual Language.</i> Bandung: ITB Publishers.</p>	10%
5	Understanding Cultural Dynamics	Can explain and distinguish: 1. Process of cultural growth 2. Evolution and diffusion 3. Acculturation & assimilation 4. Innovation	<p>Criteria:</p> <p>1.A= If students are able to describe the process of cultural growth 2. Evolution and diffusion 3. Acculturation & assimilation 4. Innovation</p> <p>2.B= If students are able to describe the process of cultural growth 2. Evolution and diffusion 3. Acculturation & assimilation</p> <p>3.C= If students are able to describe the process of cultural growth 2. Evolution and diffusion</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Inductive Approach Lectures, discussions, questions and answers 4 X 50		<p>Material: Cultural Dynamics Reader: Claire Holt. 1967. <i>Art in Indonesia: Continuities and Change.</i> New York: Cornell University Press.</p> <hr/> <p>Material: Cultural Dynamics Reader: Primadi Tabrani. 2006. <i>Visual Language.</i> Bandung: ITB Publishers.</p>	10%

6	Understanding Prehistoric Context	1. Explaining chronology: Prehistoric roots. Division of Indonesian prehistoric times 2. Identify the characteristics of Indonesian prehistoric buildings & crafts	<p>Criteria: Students are able to analyze Cultural Dynamics according to predetermined indicators</p> <p>Form of Assessment : Participatory Activities</p>	Deductive Approach Lectures, discussions, questions and answers 2 X 50		<p>Material: Cultural Dynamics Reader: <i>Claire Holt. 1967. Art in Indonesia: Continuities and Change. New York: Cornell University Press.</i></p> <p>Material: Cultural Dynamics Reader: <i>Wiyoso Yudoseputro. 2008. Traces of Old Indonesian Fine Language Traditions. Jakarta: YSVI & IKJ.</i></p>	5%
7	Understanding Traditional Fine Culture (Indonesian Textile Culture)	1. Identify various Indonesian textiles 2. Identify motif characteristics 3. Understand textiles as a form of visual culture	<p>Criteria: Students are able to analyze Traditional Visual Culture (Indonesian Textile Culture) according to predetermined indicators</p> <p>Form of Assessment : Participatory Activities</p>	Inductive Approach Lectures, discussions, questions and answers 2 X 50		<p>Material: Traditional Visual Culture (Indonesian Textile Culture) Library: <i>Primadi Tabrani. 2006. Visual Language. Bandung: ITB Publishers.</i></p> <p>Material: Traditional Fine Culture (Indonesian Textile Culture) Reader: <i>Anne Richter. 1994. Arts & Crafts of Indonesia. Chronicle Books.</i></p>	5%
8	UTS		<p>Form of Assessment : Portfolio Assessment</p>	2 X 50			10%
9	Reading visual culture and its meaning	1. Master the techniques and methods of reading visual language. 2. Be able to describe artistic concepts and aesthetic values	<p>Criteria: Students are able to read visual culture and its meaning according to the indicators that have been determined</p> <p>Form of Assessment : Participatory Activities</p>	Contextual Approach Focus Group Discussion, 2 X 50 Lectures		<p>Material: Reading visual culture and its meaning Reader: <i>Agus Sachari. 2007. Indonesian Visual Culture. Jakarta: Erlangga.</i></p>	5%

10	Presenting the findings of Nusantara 1 (Sumatra) visual culture	Students document, read and present Indonesian visual cultural products.	<p>Criteria: Students are able to deliver presentations on the visual culture of Nusantara 1 (Sumatra) well according to the specified indicators</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Contextual Approach Student Presentations, Discussions, questions and answers 2 X 50		<p>Material: Nusantara 1 (Sumatra) visual culture Reference: <i>Agus Sachari. 2007. Indonesian Visual Culture. Jakarta: Erlangga.</i></p>	6%
11	Presenting the findings of Nusantara 2 (Kalimantan) visual culture	Students document, read and present Indonesian visual cultural products.	<p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual Approach Student Presentations, Discussions, questions and answers 2 X 50		<p>Material: visual culture of the Archipelago 2 (Kalimantan) Reference: <i>Aryo Sunaryo. 2009. Archipelago Ornaments. Semarang: Dahara Prize.</i></p>	6%
12	Presenting the findings of Nusantara 3 (Sulawesi) visual culture	Students document, read and present Indonesian visual cultural products.	<p>Form of Assessment : Portfolio Assessment</p>	Contextual Approach Student Presentations, Discussions, questions and answers 2 X 50		<p>Material: visual culture of Nusantara 3 (Sulawesi) Reference: <i>Aryo Sunaryo. 2009. Archipelago Ornaments. Semarang: Dahara Prize.</i></p>	6%
13	Presenting the findings of Nusantara 4 visual culture (Java & Madura)	Students document, read and present Indonesian visual cultural products.	<p>Criteria: Presenting the findings of Nusantara 4 (Java & Madura) visual culture according to predetermined indicators</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Contextual Approach Student Presentations, Discussions, questions and answers 2 X 50		<p>Material: Nusantara 4 visual culture (Java & Madura) Reference: <i>Wiyoso Yudoseputro. 2008. Traces of Old Indonesian Fine Language Traditions. Jakarta: YSVI & IKJ.</i></p>	6%
14	Presenting the findings of Nusantara 5 visual culture (Bali & Nusa Tenggara)	Students document, read and present Indonesian visual cultural products.	<p>Criteria: Presenting the findings of Nusantara 5 (Bali & Nusa Tenggara) visual culture according to predetermined indicators</p> <p>Form of Assessment : Participatory Activities</p>	Contextual Approach Student Presentations, Discussions, questions and answers 2 X 50		<p>Material: visual culture of Nusantara 5 (Bali & Nusa Tenggara) Reference: <i>Anne Richter. 1994. Arts & Crafts of Indonesia. Chronicle Books.</i></p>	5%

15	Presenting the findings of the fine culture of Nusantara 6 (Maluku & Papua)	Students document, read and present Indonesian visual cultural products.	Criteria: Presenting the findings of Nusantara 6 (Maluku & Papua) visual culture according to predetermined indicators Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	Contextual Approach Student Presentations, Discussions, questions and answers 2 X 50		Material: visual culture of Nusantara 6 (Maluku & Papua) Reference: Wiyoso Yudoseputro. 2008. <i>Traces of Old Indonesian Fine Language Traditions</i> . Jakarta: YSVI & IKJ.	5%
16	Initiating cultural strategies in design	Students are able to formulate design strategies related to innovation and strengthening cultural identity	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	Contextual Approach Focus Group Discussion, 2 X 50 Lectures		Material: visual culture of Nusantara 6 (Maluku & Papua) Reference: FX. Rahyono. 2009. <i>Cultural Wisdom in Words</i> . Jakarta: Wedatama Widyasastra.	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	49.5%
2.	Project Results Assessment / Product Assessment	12%
3.	Portfolio Assessment	18%
4.	Test	19.5%
		99%

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.