



**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																																																																	
Art Education Concept	8821002085	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	August 21, 2023																																																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																		
	Ika Anggun Camelia, M.Pd.		Ika Anggun Camelia, S.Pd., M.Pd.			Fera Ratyaningrum, S.Pd., M.Pd.																																																																		
Learning model	Case Studies																																																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																							
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																																																						
	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																																																																						
	Program Objectives (PO)																																																																							
	PO - 1	Get to know the ethics, norms and culture of the archipelago as local wisdom in arts education																																																																						
	PO - 2	Analyze the nature, concept and role of art that underlies the development of design and art education programs in schools																																																																						
	PLO-PO Matrix																																																																							
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-1</th> <th>PLO-3</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>						P.O	PLO-1	PLO-3	PO-1	✓		PO-2		✓																																																								
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PO Matrix at the end of each learning stage (Sub-PO)																																																																								
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Short Course Description	Study of the nature of art, art experiences, the process of art activities, the results of works of art, the role and function of art, as well as their implementation in developing art learning programs in schools, starting at PAUD, elementary school, junior high school and high school levels.																																																																							
References	Main :																																																																							
	<ol style="list-style-type: none"> 1. Arnita, A. (2017). Inovasi Metode dan Media dalam Pembelajaran Seni Di Sekolah. Jurnal Konseling dan Pendidikan, 5(1), 44-51. 2. Latif, Yudi. (2020). Pendidikan Berkebudayaan. Jakarta; Gramedia Pustaka Utama. 3. Meiliawati, Fithri. (2023). Pengantar Pendidikan Seni. Sulawesi; CV. Feniks Muda Sejahtera 4. Read, Hearberd. (2003). Education through Art. UK; Textbook publishers 5. Read, Hearberd. (2017) The Meaning of Art. London; Faber&Faber 6. Storey, J. (2010). Cultural studies and the study of popular culture. Edinburgh University Press. 7. Sedyawati, Edi. (2010). Budaya Indonesia. Jakarta; Rajawali Pers 																																																																							
	Supporters:																																																																							
	<ol style="list-style-type: none"> 1. Tarsa, A. (2016). Apresiasi seni: Imajinasi dan kontemplasi dalam karya seni. JPGI (Jurnal Penelitian Guru Indonesia), 1(1). 2. Agustini, S. (2021). Peran Kreativitas Seni dalam Proses Pendidikan. Jurnal Pendidikan Tambusai, 5(1), 1494-1498. 																																																																							
Supporting lecturer	Fera Ratyaningrum, S.Pd., M.Pd. Ika Anggun Camelia, 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	Understand the scope of the concept of Arts Education	Describe the history of the development of Arts Education. Describe various thoughts of figures regarding Education and Arts Education	Criteria: 1. Student skills in analyzing the problems given 2. communication style and quality of student opinions Form of Assessment : Participatory Activities	Lecture, Q&A. discussion 2 X 50		Material: CONCEPT OF ART Reference: <i>Read, Hearberd. (2017)The Meaning of Art. London; Faber&Faber</i>	2%
2	Understand the scope of the concept of Arts Education	1. Describe the history of the development of Arts Education. Describe the various thoughts of figures regarding Education and Arts Education	Criteria: 1. Suitability of presentation materials (powerpoint/video) to the topic. 2. Powerpoint/video support for smooth presentations 3. Presentation appeal 4. Ability to answer questions asked by the audience. Form of Assessment : Participatory Activities	Discussion and presentation 2 X 50		Material: ARTS AND EDUCATION Bibliography: <i>Read, Hearberd. (2003). Education through Art. UK; Textbook publishers</i>	5%
3	Understand the scope of the concept of Arts Education	1. Describe the history of the development of Arts Education. Describe the various thoughts of figures regarding Education and Arts Education	Criteria: 1. Student skills in analyzing the problems given 2. communication style and quality of opinion Form of Assessment : Practice / Performance	Lectures, discussions, questions and answers. 2 X 50		Material: The concept of Library Arts education ; <i>Read, Hearberd. (2017)The Meaning of Art. London; Faber&Faber</i>	5%
4	Understanding the function of art for socio-cultural life	1. Describe the function of art for identification	Criteria: 1. Student skills in analyzing the problems given 2. style and quality of communication Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions. 2 X 50		Material: concept of art education Reader: <i>Pranjoto Setjoatmodjo. 1980. Concept of Arts Education. Malang: FPBS- IKIP Fine Arts Education</i>	5%
5	Understanding the function of art for socio-cultural life	1. Describe the function of art for identification 2. Describe the function of art for culture 3. Describe the function of art for arts education 4. Describe the function of art as a communication medium 2. Describe the function of art as a communication medium	Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. Form of Assessment : Participatory Activities, Portfolio Assessment	discussion and presentation 2 X 50		Material: social culture of society Reference: <i>Storey, J. (2010). Cultural studies and the study of popular culture. Edinburgh University Press.</i>	5%

6	Understanding the function of art for socio-cultural life	1. Describe the function of art for identification 2. Describe the function of art as a communication medium 3. Describe the function of art for culture 4. Describe the function of art for arts education	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Suitability of presentation materials (powerpoint/video) to the topic. 2.3). Powerpoint/video support for smooth presentations 3.4). Presentation appeal 4.5). Ability to answer questions asked by the audience. <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	discussion and presentation 2 X 50		<p>Material: culture Readers: <i>Sedyawati, Edi. (2010). Indonesian culture. Jakarta; Rajawali Press</i></p>	5%
7	Understanding the function of art for socio-cultural life	1. Describe the function of art for identification 2. Describe the function of art as a communication medium 3. Describe the function of art for culture 4. Describe the function of art for arts education	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	discussion and presentation 2 X 50		<p>Material: art education Reader: <i>Meiliawati, Fithri. (2023). Introduction to Arts Education. Sulawesi; CV. Prosperous Young Feniks</i></p>	5%
8	UTS	Indicators and study materials refer to meetings 1 to 7	<p>Criteria:</p> <ol style="list-style-type: none"> 1. suitability of answers to the rubric 2. UTS punctuality <p>Form of Assessment : Practice/Performance, Test</p>	written test 2 X 50		<p>Material: innovation References: <i>Armita, A. (2017). Method and Media Innovation in Arts Learning in Schools. Journal of Counseling and Education, 5(1), 44-51.</i></p>	15%
9	Understanding the Relevance of Art to Education (through a psychological 13 philosophical approach).	1. Describe the meaning of art and its relationship with education	<p>Criteria:</p> <ol style="list-style-type: none"> 1.2). Suitability of presentation materials (powerpoint/video) to the topic. 2.3). Powerpoint/video support for smooth presentations 3.4). Presentation appeal 4.5). Ability to answer questions asked by the audience. <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers 2 X 50		<p>Material: art education Reader: <i>Latif, Yudi. (2020). Cultural Education. Jakarta; Gramedia Pustaka Utama.</i></p>	5%

10	Understanding the Relevance of Art to Education (through a psychological 13 philosophical approach).	2. Describe the nature of art as an experience	<p>Criteria: skills in exploring the results of experiences in designing arts learning</p> <p>Form of Assessment : Participatory Activities</p>	lectures and assignments 2 X 50		<p>Material: cultural experience Readers: <i>Sedyawati, Edi. (2010). Indonesian culture. Jakarta; Rajawali Press</i></p>	5%
11	Understanding the Relevance of Art to Education (through a psychological 13 philosophical approach).	4. Describe the learning experience 5. Describe the nature of the art experience 6. Describe the value of learning the art experience	<p>Criteria: 1.2). Suitability of presentation materials (powerpoint/video) to the topic. 2.3). Powerpoint/video support for smooth presentations 3.4). Presentation appeal 4.5). Ability to answer questions asked by the audience.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, presentations 2 X 50		<p>Material: cultural experience Readers: <i>Sedyawati, Edi. (2010). Indonesian culture. Jakarta; Rajawali Press</i></p>	5%
12	Understanding the Relevance of Art to Education (through a psychological 13 philosophical approach).	1. Describe the nature of the artistic experience 2. Describe the value of experiential learning in the arts	<p>Criteria: 1.2). Suitability of presentation materials (powerpoint/video) to the topic. 2.3). Powerpoint/video support for smooth presentations 3.4). Presentation appeal 4.5). Ability to answer questions asked by the audience.</p> <p>Form of Assessment : Participatory Activities</p>	Lecture, assignment 2 X 50		<p>Material: cultural experience Readers: <i>Sedyawati, Edi. (2010). Indonesian culture. Jakarta; Rajawali Press</i></p>	5%
13	1. Able to make studies about children's works of art	1. Analyzing PAUD children's artwork 2. Analyzing the artwork of lower elementary school children 3. Analyzing the artwork of upper elementary school children 4. Analyzing the artwork of junior high school children 5. Analyzing the artwork of high school students	<p>Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience.</p> <p>Form of Assessment : Participatory Activities</p>	Presentation, discussion, Q&A 2 X 50		<p>Material: creativity References: <i>Agustin, S. (2021). The Role of Artistic Creativity in the Education Process. Tambusai Education Journal, 5(1), 1494-1498.</i></p>	4%

14	1. Able to make studies about junior high school children's artwork	1. Analyzing PAUD children's artwork 2. Analyzing the artwork of lower elementary school children 3. Analyzing the artwork of upper elementary school children	Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. Form of Assessment : Participatory Activities, Portfolio Assessment	Presentation, discussion, Q&A 2 X 50		Material: educational tools Reader: Katjik Sutjipto. 1974. <i>Art as an educational tool.</i> Malang: Unepres IKIP	5%
15	1. Able to make studies about high school children's artwork	1. Analyzing the artwork of junior high school children 2. Analyzing the artwork of high school students	Criteria: 1.1). Conformity between the assignment material created and the specified topic 2.2). Suitability of presentation materials (powerpoint/video) to the topic. 3.3). Powerpoint/video support for smooth presentations 4.4). Presentation appeal 5.5). Ability to answer questions asked by the audience. Form of Assessment : Participatory Activities	Presentation, discussion, Q&A 2 X 50		Material: CREATIVITY References: Agustin, S. (2021). <i>The Role of Artistic Creativity in the Education Process.</i> Tambusai Education Journal, 5(1), 1494-1498.	5%
16	1. Able to make studies about works of art of children with special needs	Analyzing the artwork of school children with special needs	Form of Assessment : Test	test assignment 2 X 50		Material: CREATIVITY References: Agustin, S. (2021). <i>The Role of Artistic Creativity in the Education Process.</i> Tambusai Education Journal, 5(1), 1494-1498.	18%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	47.67%
2.	Project Results Assessment / Product Assessment	2.5%
3.	Portfolio Assessment	9.17%
4.	Practice / Performance	14.17%
5.	Test	25.5%
		99.01%

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.

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.