

Universitas Negeri Surabaya Faculty of Languages and Arts Fine Arts Undergraduate Study Program

Document Code

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Course	T=3	P=0	ECTS=4.7	7	3	Aug 202	ust 11, 3				
004.00	Course Cluster Coordinator			Stud	y Progra	m Cod	ordinato				
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Detailing theoretical concepts, principles and procedures by applying creative thinking in creating works of art based on contextual problems											
PLO-9 Design and create works of fine art by applying research-based and theoretically tested creative principles, methods and technical and medium exploration											
Program Objectives (PO)											
PO - 1 Students are able to create character designs by analyzing local folklore correctly											
Students are able to make storyboards as a reference for designing illustration books correctly.											
PO - 3 Students are able to design illustration books with local folklore themes by paying attention to visual aesthetic values. PLO-PO Matrix											
PLO-9											
		Week									
6 7	8		10 11	12 1	3 14	15	16				
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Simpson, Ian. 1990. The New Guide to Illustration. New Yersey: Chartwell Books, Inc.
 Salam, Sofyan, 2017, Seni Ilustrasi, Makasar, Badan Penerbit Umum Universitas Negeri Makasar.

Supporters: "Color and Light: A Guide for the Realist Painter" oleh James Gurney "Illustration School: Let's Draw Cute Animals" oleh Sachiko Umoto "The Illustrator's Guide to Pen and Pencil Drawing Techniques" oleh Joanna Goss

Nur Wakhid Hidayatno, S.Sn., M.Sn. Wening Hesti Nawa Ruci, S.Pd., M.Pd. Supporting lecturer

lecture	TVCIIII g TIESU I	Nawa Ruci, S.Pd	., W.Fu.				
Week-	Final abilities of each learning stage	Ev	/aluation	Learr Studer	lp Learning, ning methods, nt Assignments, timated time]	Learning materials	Assessmen Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	[Kelerences]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Analyzing opportunities in illustration art	Students are able to identify potential and opportunities in the field of illustration art.	Criteria: Assessment is carried out through a short presentation by each student about the current trends in illustration art and the market opportunities that can be explained. Form of Assessment: Participatory Activities	Learning Form: Class discussion of trends and opportunities in illustration art in today's marketplace. Learning Method: Lecture, group discussion. Student Assignment: Students are asked to prepare a short presentation about trends and opportunities in illustration art. 3 X 50		Material: Analyzing opportunities in illustration art is a critical approach that allows illustrators to explore the potential in local stories and cultural values, as well as identifying market needs and illustration style trends. By understanding folklore and the meaning contained therein, illustrators can create works that combine innovation, appropriate visual style, and appropriate use of technology, thereby not only meeting market demand but also imbuing cultural depth into unique and illustrative works. impact. Bibliography: Daley, Terence. 1983. Illustration and Design: Techniques and Materials. New Jersey: Chartwell Books Inc.	5%

2	Analyza tho	Students are	Critorio	Loornina	Motorialtin	E0/
	Analyze the types and styles	able to	Criteria:	Learning	Material: in-	5%
	of various	identify	Assessment is carried out through	Form: Group	depth	
	illustrations.	various	group discussions	discussion	understanding	
	mada and no	types and	about various	and visual	of various	
		styles of	types and styles of	presentation.	types and	
		illústration.	illustration		styles of	
			illustrated with	Learning	illustration.	
			visual examples.	Method:	Students will	
				Group	learn the	
			Form of	discussion,	variations in	
			Assessment :	presentation.	visual	
			Practice /	'	approaches,	
			Performance	Student	techniques,	
				Assignment:	and aesthetics	
				Students are	that	
				asked to find	distinguish	
				and present	various	
				examples of	illustration	
				illustrations	styles, from	
				that illustrate	traditional to	
				various types	modern.	
				and styles.	Through this	
				3 X 50	understanding,	
					students will	
					be able to	
					identify and	
					correctly apply	
					the type and	
					style of	
					illustration that	
					is appropriate	
					to the context	
					of the chosen	
					folklore story,	
					helping them	
					develop	
					diverse and	
					relevant	
					artistic skills in	
					creating	
					creative and	
					eye-catching	
					illustration	
					works.	
					Bibliography:	
					Daley,	
					Terence.	
					1983.	
					Illustration and	
					Design:	
					Techniques	
					and Materials.	
					New Jersey:	
					Chartwell	
					Books Inc.	
					20000 1110.	

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3	Creating Manuscripts with	Students are able to write	Criteria:	Learning	Material:	5%
	Local Folklore	scripts	Assessment is carried out through	Form:	teaches	
	Local i dikidic	based on	submission of	Lecture,	students to	
		local folklore	manuscripts by	discussion of	create scripts	
		with a focus	students and	visual	based on local	
		on visual	written feedback	elements in	folklore with	
		elements.	regarding the	the script.	an emphasis	
			quality of the		on visual	
			manuscript	Learning	elements.	
				Method:	Students will	
			Form of	Lecture,	learn how to	
			Assessment :	discussion.	process folk	
			Practice /		tales into	
			Performance	Student	strong and	
				Assignment:	engaging	
				Students are	narratives,	
				asked to	while	
				write a script	considering	
				based on	how to present	
				local folklore	rich visual	
				with an	elements that	
				emphasis on	support the	
				describing	storyline. In	
				visual	this process,	
				elements.		
					they will	
				3 X 50	develop the	
					ability to	
					integrate local	
					cultural	
					elements into	
					texts, as well	
					as understand	
					how to depict	
					immersive	
					scenes and	
					characters in	
					scripts, as an	
					important first	
					step towards	
					designing	
					memorable	
					illustrations.	
					Reference:	
					Doerjanto	
					Dody. 1992.	
					Illustration	
					Drawing	
					Learning	
					Package.	
					Surabaya:	
					PSRK-FPBS	
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					Surabaya.	
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Assessment is describe the main described the main character sketch described the main character sketch drawater sketch drawat	4	Creating	Studente are	Critorio	Loornin-	Motoricl:	E0/
New Jersey:	4	Designs According to the	describe the main characters in the script	carried out through character sketch assignments and character presentations to the class. Form of Assessment : Practice /	Lecture, practice sketching characters. Learning Method: Lecture, practice. Student Assignment: Students are asked to sketch the main characters in the script.	character designs that match the script. Students will continue the learning process to develop the ability to depict the main characters in visual form. They will dive into more detailed visual aspects, including physical details, facial expressions, clothing, and deeper attributes for each character. The aim of this meeting is for students to be able to create strong, cohesive and distinctive character designs, which are able to bring the script characters to life and enrich the visual dimension of the stories being illustrated. Bibliography: Daley, Terence. 1983. Illustration and Design: Techniques	5%
Chartwell						Techniques and Materials. New Jersey:	

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5	Mastering Picture Book Illustration	Get Picture Book	Criteria: Assessment is	Lecture	Material:	5%
	Book mastration	Illustrations	carried out through	Questions	making a	
		maotrationo	submission of	and answers	storyboard that	
			storyboards by	Assignment	matches the	
			students and	3 X 50	script.	
			written feedback		Students will	
			regarding the		learn how to	
			structure of the		compose an	
			visual narrative.		effective and	
					coherent	
			Form of		visual	
			Assessment :		sequence in	
			Practice /		the form of a	
			Performance		storyboard,	
					which will	
					become a	
					basic guide for	
					the further	
					illustration	
					design	
					process.	
					Through a	
					deep	
					understanding	
					of script	
					narratives,	
					students will	
					hone their	
					abilities in	
					designing	
					layout,	
					composition	
					and visual flow	
					that can	
					communicate	
					stories clearly	
					and	
					dynamically.	
					The aim of this	
					meeting is for	
					students to be	
					able to	
					develop skills	
					in presenting	
					story lines	
					visually, an	
					important first	
					step in	
					designing	
					cohesive and	
					attractive	
					illustration	
					work.	
					Reference:	
					Simpson, Ian.	
					1990. The	
					New Guide to	
					Illustration.	
					New Yersey:	
					Chartwell	
			1		Books, Inc.	

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6	Create a Storyboard	Students are able to	Criteria:	Learning	Material:	5%
	According to the	develop	Assessment is	Form:	develop	
	Script	illustrative	carried out through presentation of	Lecture,	illustration	
	John	sketches	illustrative	discussion of	sketches that	
		that match	sketches by	the principles	are consistent	
		the	students and	of visual	with the	
		sequence in	feedback regarding	composition.	sequence in	
		the	visual expression		the	
		storyboard.	and composition.	Learning	storyboard.	
				Method:	Students will	
			Form of	Lecture,	learn how to	
			Assessment :	discussion.	take guidance	
			Project Results		from	
			Assessment /	Student	storyboards	
			Product Assessment	Assignment:	they have	
				Students are	previously	
				asked to	created and	
					transform	
				develop		
				illustrative	them into	
				sketches	more detailed	
				based on the	and in-depth	
				sequence in	sketches. This	
				the	process	
				storyboard.	involves	
				3 X 50	elaborating on	
					the visual	
					elements of	
					each scene,	
					from	
					composition,	
					character	
					poses, facial	
					expressions,	
					to initial	
					lighting.	
					Through this	
					practice,	
					students will	
					hone their	
					ability to plan	
					effective visual	
					layouts and	
					convey the	
					mood and	
					atmosphere of	
					a story more	
					clearly through	
					more detailed	
					sketches.	
					Bibliography:	
					Daley,	
					Terence.	
					1983.	
					Illustration and	
					Design:	
					Techniques	
					and Materials.	
					New Jersey:	
					Chartwell	
					Books Inc.	
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been colored according to the sketch. Assessment is illustrative images based on sketches and apply appropriate coloring techniques. Form of Assessment? Product Assessment! Product Assessment / Product Assessment is Assessment / Product	0,0
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Sixerum. Form of Assessment : Project Results Assessment / Product Assessment / Product Assessment in Assessment in Project Results Assessment / Product Assessment in Project Results are asset to coloring techniques, understand the use of color to reate a mood and arthrosphere that suits the story, and apply aesthetic elements that enrich illustration work. By utilizing technical skills and an understanding of visual composition, students will be able to produce illustrative images that are able to express the characteristics of each scene and support the narrative visually. Sialm,	
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Sofyan, 2017, Illustration Art,	ļ
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8	Create an Illustrated Book Cover	Students are able to create cover illustrations based on sketches and apply appropriate coloring techniques.	Criteria: Assessment is carried out through submission of colored illustrations by students and feedback regarding the use of colors and coloring techniques. Form of Assessment: Project Results Assessment / Product Assessment, Test	Learning Form: Lecture, illustration coloring practice. Learning Method: Lecture, practice. Student Assignment: Students are asked to make a 3 X 50 book cover	Material: the focus is on creating illustrated book covers. Students will learn how to design an attractive cover and clearly illustrate the essence of the story. Using their initial sketch as a guide, they will develop a strong cover illustration by applying appropriate coloring techniques. This process involves selecting the visual elements that are most representative of the story, as well as choosing a color palette that supports the overall mood and message of the story. Students will combine creativity and an understanding of visual layout to create an illustrated book cover that attracts attention and is able to convey the essence of the story at a glance. Bibliography: Daley, Terence. 1983. Illustration and Design: Techniques and Materials. New Jersey: Chartwell Books Inc.	10%
9	Create an illustrated book with a local folklore theme	Students are able to create illustrations with local folklore themes	Criteria: Students are able to illustrate books based on aesthetic values and appropriate composition Form of Assessment: Project Results Assessment / Product Assessment	At this stage, make a book using Project Base Learning with stages: Stage 1: Introduction to Folklore and Division of Groups Introduction to folklore, its meaning, function and uniqueness in local culture. Explanation of the final project:	Material: This project is designed with stages that guide students in creating an illustrated book based on local folklore using a Project-Based Learning (PBL) approach. The first stage involves introducing the concept of folklore, the goals of the project, and the division of	5%

Creating an illustrated book based on local folklore in a group. Formation of groups randomly or based on interests. Each group chooses the folklore to illustrate.

Stage 2: Folklore and Character Research Introduction to the steps of folklore research, including interviews with local figures if possible. In-depth research into characters, setting, and plot of the selected folklore. Each group presents the research results

Stage 3: Illustration Concept Discussion of the basic principles of illustration. Choosing an illustration style that suits the folklore story. Each group makes an initial sketch of an illustration based on the research results.

Stage 4: Illustration Development Introduces advanced illustration techniques such as lighting, composition, and color. Each group begins to develop an illustration according to the initial sketch.

Stage 5: Review and Improvement of Illustrations Critical meeting where each

groups that will work together. Students will learn about the uniqueness of folklore in local culture, and design an illustrated book with that theme. The next stage involves indepth research into the characters, setting, and plot of the folklore stories selected by each group. This research includes interviews with local figures where possible, to gain a deeper understanding. The next stages involve developing visual creativity. Students will choose an illustration style that suits folklore stories, make initial sketches, and develop illustrations using advanced illustration techniques. Review and improvement occurs in the critical stage where each group presents the development of their illustration, receives feedback, and improves their work based on the input. Next, students will understand the importance of the layout of illustrated books and arrange illustrations in book format, considering appropriate layout elements, text and page arrangement. This project culminates in a presentation and exhibition in front of the class, where each group

presents their

illustrated

	,			•		
				group presents the development of their illustration. Constructive feedback from lecturers and classmates for improvement. Each group improves their illustrations based on feedback. Stage 6: Completion and Layout of the illustration Book. Introducing the important elements in the layout of the illustration book. Each group arranges their illustrations in book format. Discussion of layout, supporting text, and page organization. Stage 7: Presentation and Exhibition of Work Each group presents their illustrated book in front of the class. Exhibition of work in classrooms or campus areas to show off creative results. Individual and group reflections on the learning process and project outselves. Stage 8: Assessment and appreciation of the results	book and the creative results are exhibited in a work exhibition. The final stage involves assessment and appreciation of the project results as well as reflection on the learning process and teamwork. Bibliography: Salam, Sofyan, 2017, Illustration Art, Makasar, Makasar, Makasar State University General Publishing Agency.	
				and appreciation		
10	Create an illustrated book with a local folklore theme	Students are able to create illustrations with local folklore themes	Criteria: Students are able to illustrate books based on aesthetic values and appropriate composition Form of Assessment: Project Results	At this stage, make a book using Project Base Learning with stages: Stage 1: Introduction to Folklore	Material: This project is designed with stages that guide students in creating an illustrated book based on local folklore using a	5%
			Assessment / Product Assessment	and Division of Groups	Project-Based Learning	

Introduction to folklore, its meaning, function and uniqueness in local culture. Explanation of the final project: Creating an illustrated book based on local folklore in a group. Formation of groups randomly or based on interests. Each group chooses the folklore to

Stage 2: Folklore and Character possible. In-depth research

Stage 3: Illustration Concept Discussion of the basic principles of illustration. Choosing an illustration style that suits the folklore story. Each group makes an initial sketch of an illustration based on the research results.

Stage 4: Illustration Introduces advanced illustration techniques such as lighting, composition, and color. Each group begins to develop an illustration according to

(PBL) approach. The first stage involves introducing the concept of folklore, the goals of the project, and the division of groups that will work together. Students will learn about the uniqueness of folklore in local culture, and design an illustrated book with that theme. The next stage involves indepth research into the characters, setting, and plot of the folklore stories selected by each group. This research includes interviews with local figures where possible, to gain a deeper understanding. The next stages involve developing visual creativity. Students will choose an illustration style that suits folklore stories, make initial sketches, and develop illustrations using advanced illustration techniques. Review and improvement occurs in the critical stage where each group presents the development of their illustration, receives feedback, and improves their work based on the input. Next, students will understand the importance of the layout of illustrated books and arrange illustrations in book format. considering appropriate layout elements, text

and page

illustrate.

Research Introduction to the steps of folklore research, including interviews with local figures if research into characters, setting, and plot of the selected folklore. Each group presents the results.

Development the initial

				sketch.	arrangement.	
				Store F:	This project	
				Stage 5:	culminates in	
				Review and	a presentation	
				Improvement	and exhibition	
				of	in front of the	
				Illustrations	class, where	
				Critical	each group	
				meeting	presents their	
				where each	illustrated	
				group	book and the	
				presents the	creative	
				development	results are	
				of their	exhibited in a	
				illustration.	work	
				Constructive feedback	exhibition. The	
				from lecturers	final stage involves	
				and	assessment	
				classmates	and	
				for	appreciation of	
				improvement.	the project	
				Each group	results as well	
				improves	as reflection	
				their	on the learning	
				illustrations	process and	
				based on	teamwork.	
				feedback.	Bibliography:	
				iccupack.	Salam,	
				Stage 6:	Sofyan, 2017,	
				Completion	Illustration Art,	
				and Layout of	Makasar,	
				the	Makasar State	
				Illustration	University	
				Book.	General	
				Introducing	Publishing	
				the important	Agency.	
				elements in	rigaria).	
				the layout of		
				the		
				illustration		
				book.		
				Each group		
				arranges		
				their		
				illustrations in		
				book format.		
				Discussion of		
				layout,		
				supporting		
				text, and		
				page		
				organization.		
				Stage 7:		
				Presentation		
				and		
				Exhibition of		
				Work		
				Each group		
				presents their		
				illustrated		
				book in front		
				of the class.		
				Exhibition of		
				work in		
				classrooms		
				or campus		
				areas to		
				show off		
				creative		
				results.		
				Individual		
				and group		
				reflections on		
				the learning		
				process and		
				project		
				outcomes.		
				Stage 8:		
				Assessment		
				and		
				appreciation		
				of the results		
				of the		
				3 X 50		
				project		
		1	_ · ·		Material: This	5%
11	Create an	Students are	Criteria:	At this stage.	material.	3%0
11	Create an illustrated book	Students are able to create	Students are able	At this stage, make a book	project is	5%

with a local illustrations based on aesthetic Base folklore theme with local values and Learning with folklore appropriate stages: composition Stage 1: Form of Introduction Assessment: to Folklore Project Results and Division Assessment / of Groups **Product Assessment** Introduction to folklore, its meaning, function and uniqueness in local culture. Explanation of the final project: Creating an illustrated book based on local folklore in a aroup. Formation of groups randomly or based on interests. Each group chooses the folklore to illustrate. Stage 2: Folklore and Character Research Introduction to the steps of folklore research, including interviews with local figures if possible. In-depth research into the characters, setting, and plot of the selected folklore. Each group presents the research results. Stage 3: Illustration Concept Discussion of the basic principles of illustration. Choosing an illustration style that suits the folklore story. Each group makes an initial sketch of an illustration based on the research results. Stage 4: Illustration Development Introduces advanced illustration techniques such as

stages that guide students in creating an illustrated book based on local folklore using a Project-Based Learning (PBL) approach. The first stage involves introducing the concept of folklore, the goals of the project, and the division of groups that will work together. Students will learn about the uniqueness of folklore in local culture, and design an illustrated book with that theme. The next stage involves indepth research into the characters setting, and plot of the folklore stories selected by each group. This research includes interviews with local figures where possible, to gain a deeper understanding. The next stages involve developing visual creativity. Students will choose an illustration style that suits folklore stories, make initial sketches, and develop illustrations using advanced illustration techniques. Review and improvement occurs in the critical stage where each group presents the development of their illustration, receives feedback, and improves their work based on the input. Next, students will understand

the importance

of the layout of

illustrated

lighting, composition, and color. Each group begins to develop an illustration according to the initial sketch.

Stage 5: Review and Improvement Illustrations Critical meeting where each group presents the development of their illustration. Constructive feedback from lecturers and classmates for improvement. Each group improves their illustrations based on feedback.

Stage 6: Completion and Layout of Illustration Book. Introducing the important elements in the layout of the illustration book. Each group arranges their illustrations in book format. Discussion of layout, supporting text, and page organization.

Stage 7: Presentation and Exhibition of Work Each group presents their illustrated book in front of the class. Exhibition of work in classrooms or campus areas to show off creative results. Individual and group reflections on the learning process and project outcomes. Stage 8: Assessment

books and arrange illustrations in book format, considering appropriate layout elements, text and page arrangement. This project culminates in a presentation and exhibition in front of the class, where each group presents their illustrated book and the creative results are exhibited in a work exhibition. The final stage involves assessment and appreciation of the project results as well as reflection on the learning process and teamwork. Bibliography: Salam, Sofyan, 2017, Illustration Art, Makasar, Makasar State University General Publishing Agency.

				and appreciation of the results of the 3 X 50 project		
12	Create an illustrated book with a local folklore theme	Students are able to create illustrations with local folklore themes	Criteria: Students are able to illustrate books based on aesthetic values and appropriate composition Form of Assessment: Project Results Assessment / Product Assessment		Material: T project is designed w stages that guide stude in creating illustrated book based local folklor using a Project-Base Learning (PBL) approach. first stage involves introducing concept of folklore, the goals of the project, and the division groups that will work together. Students w learn about the uniqueness	with tents an don re sed The the ee ed don of t
				groups randomly or based on interests. Each group chooses the folklore to illustrate. Stage 2: Folklore and Character Research Introduction to the steps	folklore in le culture, and design an illustrated book with it theme. The next stage involves indepth reservinto the characters, setting, and plot of the folklore sto selected by	ocal d hat e - arch , d
				of folklore research, including interviews with local figures if possible. In-depth research into the characters, setting, and plot of the selected folklore. Each group	each group This reseal includes interviews of local figure where possible, to gain a deel understand The next stages invo developing visual creativity. Students w choose an	o. rch with s oper ding.
				presents the research results. Stage 3: Illustration Concept Discussion of the basic principles of illustration. Choosing an illustration style that suits the	illustration style that si folklore stories, ma initial sketches, a develop illustrations using advanced illustration techniques Review and improveme occurs in th	ke and S d d ent ne
				folklore story. Each group makes an initial sketch of an illustration based on the research	critical stag where each group pres the developme of their illustration, receives	ents

results. feedback, and improves their Stage 4: work based on Illustration the input. Development Next, students Introduces will advanced understand illustration the importance techniques of the layout of such as illustrated lighting, books and composition, arrange and color. illustrations in Each group book format, begins to considering develop an appropriate illustration layout according to elements, text the initial and page sketch. arrangement. This project Stage 5: culminates in Review and a presentation and exhibition Improvement in front of the of Illustrations class, where Critical each group meeting presents their where each illustrated group book and the presents the creative . development results are of their exhibited in a illustration. work exhibition. The Constructive feedback final stage from lecturers involves and assessment classmates and appreciation of improvement. the project Each group results as well as reflection improves on the learning their illustrations process and based on teamwork. feedback. Bibliography: Salam, Sofyan, 2017, Stage 6: Completion Illustration Art, and Layout of Makasar, Makasar State the Illustration University Book. General Introducing Publishing the important Agency. elements in the layout of the illustration book. Each group arranges their illustrations in book format. Discussion of layout, supporting text, and page organization. Stage 7: Presentation and Exhibition of Work Each group presents their illustrated book in front of the class. Exhibition of work in classrooms or campus areas to show off creative

1 1	 		I	results.	l	ĺ	l
				Individual			
				and group			
				reflections on			
				the learning process and			
				project			
				outcomes.			
				Stage 8:			
				Assessment and			
				anu appreciation			
				of the results			
				of the			
				3 X 50			
13	Create an	Students are	Criteria:	project At this stage,		Material: This	5%
	illustrated book with a local	able to	Students are able	make a book		project is	
	folklore theme	create illustrations	to illustrate books based on aesthetic	using Project		designed with	
		with local	values and	Base Learning with		stages that guide students	
		folklore themes	appropriate composition	stages:		in creating an	
			Composition			illustrated	
			Form of	Stage 1:		book based on	
			Assessment :	Introduction to Folklore		local folklore using a	
			Project Results Assessment /	and Division		Project-Based	
			Product Assessment	of Groups		Learning	
			1 Toddot 7 todosoment	Introduction		(PBL)	
				to folklore, its		approach. The	
				meaning, function and		first stage involves	
				uniqueness		introducing the	
				in local		concept of	
				culture.		folklore, the	
				Explanation of the final		goals of the project, and	
				project:		the division of	
				Creating an		groups that	
				illustrated		will work	
				book based		together.	
				on local folklore in a		Students will learn about	
				group.		the	
				Formation of		uniqueness of	
				groups		folklore in local	
				randomly or		culture, and	
				based on interests.		design an illustrated	
				Each group		book with that	
				chooses the		theme. The	
				folklore to		next stage	
				illustrate.		involves in-	
				Stage 2:		depth research into the	
				Folklore and		characters,	
				Character		setting, and	
				Research		plot of the	
				Introduction		folklore stories	
				to the steps of folklore		selected by each group.	
				research,		This research	
				including		includes	
				interviews		interviews with	
				with local		local figures where	
				figures if possible.		possible, to	
				in-depth		gain a deeper	
				research into		understanding.	
				the		The next	
				characters, setting, and		stages involve developing	
				plot of the		visual	
				selected		creativity.	
				folklore.		Students will	
				Each group		choose an	
				presents the research		illustration style that suits	
				research results.		folklore	
						stories, make	
				Stage 3:		initial	
				Illustration		sketches, and	
				Concept		develop	
				Discussion of the basic		illustrations using	
				principles of		advanced	
				illustration.		illustration	
				Choosing an		techniques.	
				illustration style that		Review and	
				sivie triat		improvement	

suits the folklore story. Each group makes an initial sketch of an illustration based on the research results.

Stage 4: Illustration Development Introduces advanced illustration techniques such as lighting, composition, and color. Each group begins to develop an illustration according to the initial sketch.

Stage 5: Review and Improvement Illustrations Critical meeting where each group presents the development of their illustration. Constructive feedback from lecturers and classmates for improvement. Each group improves their illustrations based on

feedback.

Stage 6: Completion and Layout of the Illustration Book. Introducing the important elements in the layout of the illustration book. Each group arranges their illustrations in book format. Discussion of layout, supporting text, and page organization.

Stage 7: Presentation and Exhibition of Work Each group presents their illustrated

occurs in the critical stage where each group presents the development of their illustration, receives feedback, and improves their work based on the input. Next, students will understand the importance of the layout of illustrated books and arrange illustrations in book format, considering appropriate layout elements, text and page arrangement. This project culminates in a presentation and exhibition in front of the class, where each group presents their illustrated book and the creative results are exhibited in a work exhibition. The final stage involves assessment and appreciation of the project results as well as reflection on the learning process and teamwork. Bibliography: Salam, Sofyan, 2017, Illustration Art, Makasar, Makasar State University General

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			book in front of the class. Exhibition of work in classrooms or campus areas to show off creative results. Individual and group reflections on the learning process and project outcomes. Stage 8: Assessment and appreciation of the results of the 3 X 50 project		
Create an illustrated book with a local folklore theme	Students are able to create illustrations with local folklore themes	Criteria: Students are able to illustrate books based on aesthetic values and appropriate composition Form of Assessment: Project Results Assessment / Product Assessment	At this stage, make a book using Project Base Learning with stages: Stage 1: Introduction to Folklore and Division of Groups Introduction to folklore, its meaning, function and uniqueness in local culture. Explanation of the final project: Creating an illustrated book based on local folklore in a group. Formation of groups randomly or based on interests. Each group chooses the folklore to illustrate. Stage 2: Folklore and Character Research introduction to the steps of folklore research, including interviews with local figures if possible. In-depth research into the selected folklore. Each group presents the research results.	Material: This project is designed with stages that guide students in creating an illustrated book based on local folklore using a Project-Based Learning (PBL) approach. The first stage involves introducing the concept of folklore, the goals of the project, and the division of groups that will work together. Students will learn about the uniqueness of folklore in local culture, and design an illustrated book with that theme. The next stage involves indepth research into the characters, setting, and plot of the folklore stories selected by each group. This research includes interviews with local figures where possible, to gain a deeper understanding. The next stages involve developing visual creativity. Students will choose an illustration style that suits folklore stories, make	5%

Stage 3: Illustration Concept Discussion of the basic principles of illustration. Choosing an illustration style that suits the folklore story. Each group makes an initial sketch of an illustration based on the research results.

Stage 4: Illustration Development Introduces advanced illustration techniques such as lighting, composition, and color. Each group begins to develop an illustration according to the initial sketch.

Stage 5: Review and Improvement Illustrations Critical meeting where each group presents the development of their illustration. Constructive feedback from lecturers and classmates for improvement Each group improves their illustrations based on feedback.

Stage 6: Completion and Layout of Illustration Book. Introducing the important elements in the layout of the illustration book. Each group arranges their illustrations in book format. Discussion of layout, supporting text, and page

initial sketches, and develop illustrations using advanced illustration techniques. Review and improvement occurs in the critical stage where each group presents the development of their illustration. receives feedback, and improves their work based on the input. Next, students will understand the importance of the layout of illustrated books and arrange illustrations in book format, considering appropriate layout elements, text and page arrangement. This project culminates in a presentation and exhibition in front of the class, where each group presents their illustrated book and the creative results are exhibited in a work exhibition. The final stage involves assessment and appreciation of the project results as well as reflection on the learning process and teamwork. Bibliography: Salam, Sofyan, 2017, Illustration Art, Makasar, Makasar State University General Publishing

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15	Create an illustrated book with a local	Students are able to create	Criteria: Students are able to illustrate books	organization. Stage 7: Presentation and Exhibition of Work Each group presents their illustrated book in front of the class. Exhibition of work in classrooms or campus areas to show off creative results. Individual and group reflections on the learning process and project outcomes. Stage 8: Assessment and appreciation of the results of the 3 X 50 project At this stage, make a book using Project	Material: This project is designed with	5%
	folklore theme	illustrations with local folklore themes	based on aesthetic values and appropriate composition Form of Assessment: Project Results Assessment / Product Assessment	using Project Base Learning with stages: Stage 1: Introduction to Folklore and Division of Groups Introduction to folklore, its meaning, function and uniqueness in local culture. Explanation of the final project: Creating an illustrated book based on local folklore in a group. Formation of groups randomly or based on interests. Each group chooses the folklore to illustrate. Stage 2: Folklore and Character Research Introduction to the steps of folklore research, including interviews with local figures if possible. In-depth research into the characters,	designed with stages that guide students in creating an illustrated book based on local folklore using a Project-Based Learning (PBL) approach. The first stage involves introducing the concept of folklore, the goals of the project, and the division of groups that will work together. Students will learn about the uniqueness of folklore in local culture, and design an illustrated book with that theme. The next stage involves indepth research into the characters, setting, and plot of the folklore stories selected by each group. This research includes interviews with local figures where possible, to gain a deeper understanding. The next stages involve	

setting, and plot of the selected folklore. Each group presents the research results.

Stage 3: Illustration Concept Discussion of the basic principles of illustration. Choosing an illustration style that suits the folklore story. Each group makes an initial sketch of an illustration based on the research results.

Stage 4: Illustration Development Introduces advanced illustration techniques such as lighting, composition, and color. Each group begins to develop an illustration according to the initial sketch.

Stage 5: Review and Improvement Illustrations Critical meeting where each group presents the development of their illustration. Constructive feedback from lecturers and classmates for improvement Each group improves their illustrations based on feedback.

Stage 6: Completion and Layout of the Illustration Book. Introducing the important elements in the layout of the illustration book. Each group

developing visual creativity. Students will choose an illustration style that suits folklore stories, make initial sketches, and develop illustrations using advanced illustration techniques. Review and improvement occurs in the critical stage where each group presents the development of their illustration, receives feedback, and improves their work based on the input. Next, students understand the importance of the layout of illustrated books and arrange illustrations in book format, considering appropriate layout elements, text and page arrangement. This project culminates in a presentation and exhibition in front of the class, where each group presents their illustrated book and the creative results are exhibited in a work exhibition. The final stage involves assessment and appreciation of the project results as well as reflection on the learning process and teamwork Bibliography: Salam,

Sofyan, 2017,

Illustration Art,

Makasar, Makasar State

University

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General

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16	Create an illustrated book with a local folklore theme	Students are able to create illustrations with local folklore themes	Criteria: Students are able to illustrate books based on aesthetic values and appropriate composition Form of Assessment: Project Results Assessment / Product Assessment, Test	arranges their illustrations in book format. Discussion of layout, supporting text, and page organization. Stage 7: Presentation and Exhibition of Work Each group presents their illustrated book in front of the class. Exhibition of work in classrooms or campus areas to show off creative results. Individual and group reflections on the learning process and project outcomes. Stage 8: Assessment and appreciation of the results of the 3 X 50 project At this stage, make a book using Project Base Learning with stages: Stage 1: Introduction to folklore, its meaning, function and uniqueness in local culture. Explanation of the final project: Creating an illustrated book based on local folklore in a group. Formation of groups	Material: This project is designed with stages that guide students in creating an illustrated book based on local folklore using a Project-Based Learning (PBL) approach. The first stage involves introducing the concept of folklore, the goals of the project, and the division of groups that will work together. Students will learn about the uniqueness of folklore in local	20%	
				Explanation of the final project: Creating an illustrated book based on local folklore in a group. Formation of	goals of the project, and the division of groups that will work together. Students will learn about the uniqueness of		

research, including interviews with local figures if possible. in-depth research into the characters, setting, and plot of the selected folklore. Each group presents the research results.

Stage 3: Illustration Concept Discussion of the basic principles of illustration. Choosing an illustration style that suits the folklore story. Each group makes an initial sketch of an illustration based on the research results.

Stage 4: Illustration Development Introduces advanced illustration techniques such as lighting, composition, and color. Each group begins to develop an illustration according to the initial sketch.

Stage 5: Review and Improvement Illustrations Critical meeting where each group presents the development of their illustration. Constructive feedback from lecturers and classmates for improvement. Each group improves their illustrations based on feedback.

Stage 6: Completion and Layout of the

This research includes interviews with local figures where possible, to gain a deeper understanding The next stages involve developing visual creativity. Students will choose an illustration style that suits folklore stories, make initial sketches, and develop illustrations using advanced illustration techniques. Review and improvement occurs in the critical stage where each group presents the development of their illustration, receives feedback, and improves their work based on the input. Next, students will understand the importance of the layout of illustrated books and arrange illustrations in book format, considering appropriate layout elements, text and page arrangement. This project culminates in a presentation and exhibition in front of the class, where each group presents their illustrated book and the creative results are exhibited in a work exhibition. The final stage involves assessment and appreciation of the project results as well as reflection on the learning process and teamwork. Bibliography: Salam,

Sofyan, 2017,

Illustration Art,

Makasar, Makasar State

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Book.	General	
Introducing	Publishing	
the important	Agency.	
elements in		
the layout of		
the		
illustration		
book.		
Each group		
arranges		
their		
illustrations in		
book format.		
Discussion of		
layout,		
supporting		
text, and		
page		
organization.		
Stage 7:		
Presentation		
and		
Exhibition of		
Work		
Each group		
presents their		
illustrated		
book in front		
of the class.		
Exhibition of		
work in		
classrooms		
or campus		
areas to		
show off		
creative		
results.		
Individual		
and group		
reflections on		
the learning		
process and		
project		
outcomes.		
Stage 8:		
Assessment		
and		
appreciation		
of the results		
of the		
3 X 50		
project		

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	60%
3.	Practice / Performance	20%
4.	Test	15%
		100%

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.
- 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.

- 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.

 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.