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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Illustration Art		9020103050	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=4.77**	3	August 11, 2023
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		Wening Hesti Nawa Ruci, S.Pd.,M.Pd		Wening Hesti Nawa Ruci, S.Pd.,M.Pd			Dra. Indah Chrysanti Angge, M.Sn.	

Learning model	**Project Based Learning**			
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**			
	PLO-6	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		
	PO - 2	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			

P.O	PLO-6	PLO-9
PO-1		
PO-2		
PO-3		

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																

Short Course Description	The Illustration Arts course is an introduction to the world of visual arts that focuses on developing skills in creating interesting and meaningful visual illustrations. Illustrations have an important role in various media such as books, magazines, posters, digital media, and animation. In this course, students will be guided to develop a deep understanding of illustration art concepts, basic techniques, and creative applications in various contexts.
References	**Main :**

1. Daley, Terence. 1983. Illustration and Design: Techniques and Materials. New Jersey: Chartwell Books Inc.
2. Doerjanto Dody. 1992. Paket Belajar Menggambar Ilustrasi . Surabaya: PSRK-FPBS IKIP Surabaya.
3. Lamb, Lynton. 1962. Drawing for Illustration. London: University Press.
4. Simpson, Ian. 1990. The New Guide to Illustration. New Yersey: Chartwell Books, Inc.
5. Salam, Sofyan, 2017, Seni Ilustrasi, Makasar, Badan Penerbit Umum Universitas Negeri Makasar.

Supporters:	
	1. "Color and Light: A Guide for the Realist Painter" oleh James Gurney 2. "Illustration School: Let's Draw Cute Animals" oleh Sachiko Umoto 3. "The Illustrator's Guide to Pen and Pencil Drawing Techniques" oleh Joanna Goss
Supporting lecturer	Nur Wakhid Hidayatno, S.Sn., M.Sn. Wening Hesti Nawa Ruci, 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	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 | Analyze the types and styles of various illustrations. | Students are able to identify various types and styles of illustration. | **Criteria:** Assessment is carried out through group discussions about various types and styles of illustration illustrated with visual examples. **Form of Assessment** : Practice / Performance | Learning Form: Group discussion and visual presentation. Learning Method: Group discussion, presentation. Student Assignment: Students are asked to find and present examples of illustrations that illustrate various types and styles. 3 X 50 | | **Material:** in-depth understanding of various types and styles of illustration. Students will learn the variations in visual approaches, techniques, and aesthetics that distinguish various illustration styles, from traditional to modern. Through this 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.* | 5% |

| 3 | Creating Manuscripts with Local Folklore | Students are able to write scripts based on local folklore with a focus on visual elements. | **Criteria:** Assessment is carried out through submission of manuscripts by students and written feedback regarding the quality of the manuscript

Form of Assessment : Practice / Performance | Learning Form: Lecture, discussion of visual elements in the script.

Learning Method: Lecture, discussion.

Student Assignment: Students are asked to write a script based on local folklore with an emphasis on describing visual elements. 3 X 50 | | **Material:** teaches students to create scripts based on local folklore with an emphasis on visual elements. Students will learn how to process folk tales into strong and engaging narratives, while considering how to present rich visual elements that support the storyline. In this process, they will 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 IKIP Surabaya.* | 5% |

| 4 | Creating Character Designs According to the Script | Students are able to describe the main characters in the script visually. | **Criteria:** Assessment is carried out through character sketch assignments and character presentations to the class.

Form of Assessment : Practice / Performance | Learning Form: Lecture, practice sketching characters.

Learning Method: Lecture, practice.

Student Assignment: Students are asked to sketch the main characters in the script. 3x50 | | **Material:** creating 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 and Materials. New Jersey: Chartwell Books Inc.* | 5% |

| 5 | Mastering Picture Book Illustration | Get Picture Book Illustrations | **Criteria:** Assessment is carried out through submission of storyboards by students and written feedback regarding the structure of the visual narrative.

Form of Assessment : Practice / Performance | Lecture Questions and answers Assignment 3 X 50 | | **Material:** making a storyboard that matches the script. Students will learn how to compose an effective and coherent visual sequence in the form of a 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 Books, Inc.* | 5% |

| 6 | Create a Storyboard According to the Script | Students are able to develop illustrative sketches that match the sequence in the storyboard. | **Criteria:** Assessment is carried out through presentation of illustrative sketches by students and feedback regarding visual expression and composition. **Form of Assessment** : Project Results Assessment / Product Assessment | Learning Form: Lecture, discussion of the principles of visual composition. Learning Method: Lecture, discussion. Student Assignment: Students are asked to develop illustrative sketches based on the sequence in the storyboard. 3 X 50 | | **Material:** develop illustration sketches that are consistent with the sequence in the storyboard. Students will learn how to take guidance from storyboards they have previously created and transform them into more detailed and in-depth sketches. This process involves 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.* | 5% |

| 7 | Create illustration images that have been colored according to the sketch. | Students are able to create illustrative images based on sketches and apply appropriate coloring techniques | **Criteria:** Criteria: Assessment is carried out through submission of colored illustration images by students and feedback regarding the use of colors and coloring techniques.

Form of Assessment : Project Results Assessment / Product Assessment | Learning Form: Lecture, illustration coloring practice.

Learning Method: Lecture, practice.

Student Assignment: Students are asked to color illustrations based on sketches they have made previously. 3x50 | | **Material:** the focus is on the process of creating illustration images that have been colored according to previously created sketches. Students will learn appropriate coloring techniques, understand the use of color to create a mood and atmosphere 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. **Bibliography:** *Salam, Sofyan, 2017, Illustration Art, Makasar, Makasar State University General Publishing Agency.* | 5% |

| 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 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 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 in-depth 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 outcomes. Stage 8: Assessment and appreciation of the results of the 3 X 50 project | | 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.* | |
| 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 Assessment / Product Assessment | At this stage, make a book using Project Base Learning with stages:

Stage 1: Introduction to Folklore and Division 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 | 5% |

					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, 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		(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 in-depth 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	

				sketch. Stage 5: Review and Improvement of 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 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		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.*	
11	Create an illustrated book	Students are able to create	**Criteria:** Students are able to illustrate books	At this stage, make a book using Project		**Material:** This project is designed with	5%

| | with a local folklore theme | illustrations with local folklore themes | based on aesthetic values and appropriate composition

Form of Assessment : Project Results Assessment / Product Assessment | 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, 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 in-depth 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 of 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 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.* | |
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				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	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 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		**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 in-depth 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	5%

					results.		feedback, and	
					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.		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.	
					Stage 5: Review and Improvement of 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.		**Bibliography:** *Salam, Sofyan, 2017, Illustration Art, Makasar, Makasar State University General Publishing Agency.*	
					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 outcomes. Stage 8: Assessment and appreciation of the results of the 3 X 50 ~~project~~			
13	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 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		**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 in-depth 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	5%

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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			
14	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 characters, setting, and plot of 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 in-depth 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 of 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 | | 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 Agency.* | |
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				organization.			
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15	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 characters,		**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 in-depth 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	5%

				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 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 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 Agency.*	

				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			
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	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		**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 in-depth research into the characters, setting, and plot of the folklore stories selected by each group.	20%

| | | | | | 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 of 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* | |

| | | | | 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 and appreciation of the results of the 3 X 50 project | | *University General Publishing Agency.* | |

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
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.

7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.