

1	Understand how to express the concept of work creation/work study into a proposal	<p>1.Students are able to create a concept for their work/concept for studying their work.</p> <p>2.Students are able to make proposals</p>	<p>Criteria:</p> <p>1.A= If you are able to create a work concept/work study concept in the form of a proposal</p> <p>2.B=If you are a little less able to create a work concept/work study concept in the form of a proposal</p> <p>3.C=If you are unable to create a work concept/work study concept in the form of a proposal</p> <p>4.D=If you are unable to create a work concept/work study concept in the form of a proposal</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	lectures, discussions and questions and answers 6 x 50		<p>Material: proposal framework</p> <p>References: <i>Thesis Writing Guidebook, 2022, Faculty of Languages and Arts, UNESA</i></p>	5%
2	Understand how to express the concept of work creation/work study into a proposal	<p>1.Students are able to create a concept for their work/concept for studying their work.</p> <p>2.Students are able to make proposals</p>	<p>Criteria:</p> <p>1.A= If you are able to create a work concept/work study concept in the form of a proposal</p> <p>2.B=If you are a little less able to create a work concept/work study concept in the form of a proposal</p> <p>3.C=If you are unable to create a work concept/work study concept in the form of a proposal</p> <p>4.D=If you are unable to create a work concept/work study concept in the form of a proposal</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	lectures, discussions and questions and answers 6 x 50		<p>Material: How to write a proposal</p> <p>Reference: <i>Thesis Writing Guidebook, 2022, Faculty of Languages and Arts, UNESA</i></p>	5%

3	Able to present a thesis proposal for creating works/art studies at a seminar	Students are able to present their thesis proposals	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A = If the student is able to present his proposal clearly and can answer the examiner's questions clearly. 2.B=If the student is a little less able to present his proposal clearly and can answer the examiner's questions clearly. 3.C=If the student is not able to present his proposal clearly and can answer the examiner's questions clearly. 4.D=If the student is unable to present his proposal clearly and can answer the examiner's questions clearly. <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	presentation, discussion, question and answer 1 x 50		<p>Material: about the presentation</p> <p>References: <i>Thesis Writing Guidebook, 2022, Faculty of Languages and Arts, UNESA</i></p>	10%
4	Able to start the process of creating works/art studies according to the concept created	Able to visualize concepts into his work	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= 2.B= 3.C= 4.D= <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	practice and discussion 6 x 50		<p>Material: about painting techniques</p> <p>Readers: <i>Patricia Monahan, Patricia Seligman, Wendy Clouse. 2004. Art School a Complete Painters Course. Chancellor Press</i></p>	5%
5	Able to start the process of creating works/art studies according to the concept created	Students are able to visualize ideas/concepts into their works of art	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= 2.B= 3.C= 4.D= <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	practice and discussion 6 x 50		<p>Material: about the concept of the work</p> <p>Reader: <i>Soedarso, Sp. 2006. Art Trilogy: Creation, Existence, and Uses of Art. Yogyakarta: ISI Publishing Agency</i></p>	5%
6	Able to carry out the process of creating works/art studies according to the concept created	Students are able to visualize ideas/concepts into their works of art	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A= 2.B= 3.C= 4.D= <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	practice and discussion 6 x 50		<p>Material: about painting techniques</p> <p>Bibliography: <i>Patricia Monahan, Patricia Seligman, Wendy Clouse. 2004. Art School a Complete Painters Course. Chancellor Press</i></p>	5%

7	Able to carry out the process of creating works/art studies according to the concept created	Students are able to visualize ideas/concepts into their works of art	Criteria: 1.A= 2.B= 3.C= 4.D= Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	practice and discussion 6 x 50		Material: about art creation Reference: Soedarso, Sp. 2006. <i>Art Trilogy: Creation, Existence, and Uses of Art.</i> Yogyakarta: ISI Publishing Agency	5%
8	Able to carry out the process of creating works/art studies according to the concept created	Students are able to visualize ideas/concepts into their works of art	Criteria: 1.A= 2.B= 3.C= 4.D= Form of Assessment : Practice / Performance	discussion, practice		Material: about art creation Reference: Soedarso, Sp. 2006. <i>Art Trilogy: Creation, Existence, and Uses of Art.</i> Yogyakarta: ISI Publishing Agency	10%
9	Able to continue the process of creating works/art studies according to the concept created	Students are able to visualize ideas/concepts into their works of art	Criteria: 1.A= 2.B= 3.C= 4.D= Form of Assessment : Practice / Performance	practice and discussion		Material: about art creation Reference: Soedarso, Sp. 2006. <i>Art Trilogy: Creation, Existence, and Uses of Art.</i> Yogyakarta: ISI Publishing Agency	5%
10	Able to continue the process of creating works/art studies according to the concept created	Students are able to visualize ideas/concepts into their works of art	Criteria: 1.A= 2.B= 3.C= 4.D= Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	practice and discussion		Material: about painting techniques Readers: Patricia Monahan, Patricia Seligman, Wendy Clouse. 2004. <i>Art School a Complete Painters Course.</i> Chancellor Press	5%
11	Able to continue the process of creating works/art studies according to the concept created	Students are able to visualize ideas/concepts into their works of art	Criteria: 1.A= 2.B= 3.C= 4.D= Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	practice and discussion		Material: about the concept of the work Reader: Soedarso, Sp. 2006. <i>Art Trilogy: Creation, Existence, and Uses of Art.</i> Yogyakarta: ISI Publishing Agency	5%
12	Able to write the concept of work creation/work study concept and the creation/study process in the thesis report	Students are able to write down the process of making their work in a thesis report	Criteria: 1.A= 2.B= 3.C= 4.D= Form of Assessment : Portfolio Assessment	discussion, question and answer		Material: about thesis writing Reference: <i>Thesis Writing Guidebook, 2022, Faculty of Languages and Arts, UNESA</i>	5%

13	Able to write the concept of work creation/work study concept and the creation/study process in the thesis report	Able to write the concept of work creation/work study concept and the creation/study process in the thesis report	Criteria: 1.A= 2.B= 3.C= 4.D= Form of Assessment : Portfolio Assessment, Test	discussion, question and answer		Material: about thesis writing Reference: <i>Thesis Writing Guidebook, 2022, Faculty of Languages and Arts, UNESA</i>	5%
14	Able to write the concept of work creation/work study concept and the creation/study process in the thesis report	Able to write the concept of work creation/work study concept and the creation/study process in the thesis report	Criteria: 1.A= 2.B= 3.C= 4.D= Form of Assessment : Portfolio Assessment	discussion and question and answer		Material: about thesis writing Reference: <i>Thesis Writing Guidebook, 2022, Faculty of Languages and Arts, UNESA</i>	5%
15	Able to write the concept of work creation/work study concept and the creation/study process in the thesis report	Able to write the concept of work creation/work study concept and the creation/study process in the thesis report	Criteria: 1.A= 2.B= 3.C= 4.D= Form of Assessment : Portfolio Assessment	discussion and question and answer		Material: about thesis writing Reference: <i>Thesis Writing Guidebook, 2022, Faculty of Languages and Arts, UNESA</i>	5%
16	Able to be responsible for writing reports on the creation of works/art studies clearly in front of examiners	Students are able to be responsible for the concepts and ideas for creating works well	Criteria: 1.A= 2.B= 3.C= 4.D= Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	presentation, question and answer		Material: about the concept of creating works Library: <i>Soedarso, Sp. 2006. Art Trilogy: Creation, Existence, and Uses of Art. Yogyakarta: ISI Publishing Agency</i>	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	8.33%
2.	Project Results Assessment / Product Assessment	20%
3.	Portfolio Assessment	30.83%
4.	Practice / Performance	30%
5.	Test	10.83%
		99.99%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.

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.