Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Teacher Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Graphic design *)		8620702020		T=2	P=0	ECTS=3.18	6	July 28, 2022

AUTHORIZATION		SP Developer		Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 — Able to understand basic techniques in graphic design
	PLO-PO Matrix

P.O
PO-1

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																

Short Course Description	This course provides knowledge and skills to PGPAUD students to apply digital imagine software and vector and bitmap based image editing. The material covered in this course is about how to process digital images and create vector and bitmap based images. After attending this lecture, students are expected to have knowledge and skills in developing vector and bitmap-based digital image and image editing software.

References	**Main :**

1. Arofat, Saiful Hadi. 2014. Teknik Desain Ilustrasi dan Karakter Dengan Photoshop . Jakarta: Elex Media Komputindo
2. Hendratman, Hendi. 2013. The Magic of Corel Draw . Jakarta: Informatika
3. Arofat, Saiful Hadi. 2013. The Power of Coreldraw . Jakarta: Elex Media KomputindoMasri, Andry. 2010. Strategi Visual . Jakarta: Jalasutra.
4. Sihombing, Danton. 2010. Tipografi Dalam Desain Grafis. Jakarta: Gramedia
5. Ardianto, Kusrianto. 2007 . Pengantar Desain Komunikasi Visual . Yogyakarta: Andi
6. Rustan, Surianto. 2013. Layout dan Penerapannya. Jakarta: Gramedia
7. Moriarty, Sandra, dkk. 2011. Advertising . Jakarta: Kencana
8. Murphy & Rowe. 1993. How to Design Trade Mark and Logos. London: North Light Books, Quarto Publishing Plc

	Supporters:

Supporting lecturer	Nur Ika Sari Rakhmawati, 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	Able to understand the basics of graphic design	1. Explain the meaning and scope of graphic design 2. Explain the role of graphic design in visual communication 3. Identify verbal and visual messages in graphic design	**Criteria:** Attendance, behavior, performance **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers, 2 X 50		**Material:** Introduction to free design and lecture contracts **Reader:** *Ardianto, Kusrianto. 2007 . Introduction to Visual Communication Design. Yogyakarta: Andi*	5%
2	Able to take photo objects using various techniques	1.Students can take photo objects using panning techniques 2.Students can take photo objects using the Freezing technique 3.Students can take photo objects using Macro techniques 4.Students can take photo objects using the Silhouette technique	**Criteria:** Attendance, behavior, performance. **Form of Assessment** : Participatory Activities		Carrying out lectures synchronously, watching videos and practicing taking 2 X 50 objects	**Material:** Object Retrieval Techniques **Literature:** *Ardianto, Kusrianto. 2007 . Introduction to Visual Communication Design. Yogyakarta: Andi*	5%
3	Able to process photos with various effects using the Photoshop application	1.Students can process photos using manipulation effects 2.Students can process photos using the impression effect 3.Students can process photos using the smoke effect 4.Students can process photos using the blur effect 5.Students can process photos using cinematic effects 6.Students can process photos using caricature effects	**Criteria:** Formalistic, expressive, instrumentalistic and originality aspects. **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Practice editing 2 X 50 photos	Discussion and practice 2 X 50	**Material:** Techniques for providing various techniques using the photo shop application **Reader:** *Arofat, Saiful Hadi. 2014. Illustration and Character Design Techniques Using Photoshop. Jakarta: Elex Media Komputindo*	5%

4	Able to create animated images of flora / fauna	1. Students are able to create animated images of flora/fauna in vector format 2. Mama's students create animated images of flora/fauna in bitmap format	**Criteria:** Attendance, behavior, performance **Form of Assessment**: Project Results Assessment / Product Assessment	Practice 2 X 50		**Material:** Animated images using Corel Draw. **Reader:** *Arofat, Saiful Hadi. 2013. The Power of Corel Draw. Jakarta: Elex Media Komputindo Masri, Andry. 2010. Visual Strategy. Jakarta: Jalasutra.*	5%
5	Able to create animated images of flora / fauna	1. Students are able to create animated images of flora/fauna in vector format 2. Students are able to create animated images of flora/fauna in bitmap format	**Criteria:** Formalistic, expressive, instrumentalistic and originality aspects. **Form of Assessment**: Project Results Assessment / Product Assessment	practice making 2X 50 floral animated images		**Material:** Flora animation using Coreldraw **Library:** *Arofat, Saiful Hadi. 2013. The Power of Corel Draw. Jakarta: Elex Media Komputindo Masri, Andry. 2010. Visual Strategy. Jakarta: Jalasutra.*	5%
6	Able to create animated images of space	Mama's students create animated images of space	**Criteria:** Attendance, behavior, performance. **Form of Assessment**: Project Results Assessment / Product Assessment	practice 2 X 50		**Material:** Space Animation Using Corel Draw **Library:** *Arofat, Saiful Hadi. 2013. The Power of Corel Draw. Jakarta: Elex Media Komputindo Masri, Andry. 2010. Visual Strategy. Jakarta: Jalasutra.*	5%
7	Mama makes animated pictures of space	Students are able to create animated images of space	**Criteria:** Formalistic, expressive, instrumentalistic and originality aspects. **Form of Assessment**: Project Results Assessment / Product Assessment	Practice 2 X 50		**Material:** Animated runa drawings using Corel Draw **Library:** *Hendratman, Hendi. 2013. The Magic of Corel Draw. Jakarta: Informatics*	5%
8	Pass the Midterm Exam	Students are able to create animated images of space	**Criteria:** Formalistic, expressive, instrumentalistic and originality aspects. **Form of Assessment**: Project Results Assessment / Product Assessment	Practice 2 X 50		**Material:** Animated images **References:** *Hendratman, Hendi. 2013. The Magic of Corel Draw. Jakarta: Informatics*	15%

9	Able to create animated environmental images	Mama's students create animated images of the environment	**Criteria:** behavior, performance. **Form of Assessment** : Project Results Assessment / Product Assessment	Practice 2 X 50		**Material:** Techniques for making animated images **Reference:** *Arofat, Saiful Hadi. 2013. The Power of Corel Draw. Jakarta: Elex Media Komputindo Masri, Andry. 2010. Visual Strategy. Jakarta: Jalasutra.*	5%
10	Able to design sign system graphic design work	Designing sign system graphic design work	**Criteria:** Formalistic, expressive, instrumentalistic and originality aspects. **Form of Assessment** : Participatory Activities	Lecture, question and answer, practice 3 X 50			5%
11	Able to understand the work of character graphic design	1. Explain the meaning and role of character traits in graphic design. 2. Identify various character styles	**Criteria:** Attendance, behavior, performance **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers 3 X 50			5%
12	Able to design character graphic design works	Designing character graphic design work	**Criteria:** Formalistic, expressive, instrumentalistic and originality aspects. **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture, question and answer, practice 3 X 50			5%
13	Able to understand graphic design of event symbols	1. Students are able to explain the meaning and role of event symbols. 2. Identify the principles of graphic design for event symbols	**Criteria:** Attendance, behavior, performance **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers 2 X 50			5%
14	Students are able to design graphic design work for event symbols	Designing graphic design work for event symbols	**Criteria:** Formalistic, expressive, instrumentalistic and originality aspects **Form of Assessment** : Participatory Activities	Lecture, question and answer, practice 3 X 50			5%
15	Able to present graphic design work on individual assignments	Present individual assignment graphic design work	**Criteria:** Completeness, readiness, feasibility. **Form of Assessment** : Participatory Activities	Lectures, questions and answers, assignments 3 X 50			5%
16		Students can create audio-visual media that suits the characteristics of early childhood	**Criteria:** 1.85.1 - 100 = A 2.80 - 85 = A- 3.75 - 80 = B 4.70 - 75 = B 5.65 - 70 = B- **Form of Assessment** : Project Results Assessment / Product Assessment	1. Collect the images used 2. Design audio visual media for early childhood 2 X 50		**Material:** Audia Visual Design **Readers:** *Rustan, Surianto. 2013. Layout and Application. Jakarta: Gramedia*	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage

1.	Participatory Activities	37.5%
2.	Project Results Assessment / Product Assessment	62.5%
		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.