



Universitas Negeri Surabaya
Faculty of Languages and Arts
Doctoral Study Program in Arts Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																									
Philosophy of Arts Education	8801003001	Compulsory Curriculum Subjects - Institutional	T=3	P=0	ECTS=7.56	1	July 19, 2024																																									
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																										
		TIM MBKM	TIM MBKM			Dr. Setyo Yanuartuti, M.Si.																																										
Learning model	Case Studies																																															
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
Short Course Description	The Philosophy of Arts Education course is an in-depth study of the philosophical foundations of arts education. This course is designed to provide an understanding of various concepts, theories and principles that underlie practice and policy in arts education. Students will be invited to explore fundamental questions regarding the purpose, value and role of art in education as well as how philosophy can provide a foundation in developing curriculum and arts teaching methods.																																															
References	Main :																																															
	Supporters:																																															
Supporting lecturer	Dr. Drs. Djuli Djatiprambudi, M.Sn. Dr. Indar Sabri, S.Sn., 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	The lecture contract includes conveying objectives, providing references, conveying the scope of the course, conveying learning outcomes	1. Explain the material and scope and achievements of the Art Education Theory course 2. Discuss the assignments	Criteria: 1. Explain the material and scope and achievements of the Art Education Theory course 2. Discuss the assignments Form of Assessment : Portfolio Assessment	3x50 Discussion Lectures	Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	2%
2	Able to understand and analyze the Understanding of Philosophical Theory Construction, philosophy of art and philosophy of Education as well as philosophy of Arts and Arts Education	1. Identify and master an understanding of the meaning of the theory of Philosophy. 2. Identify and master an understanding of the meaning of the theory of the Philosophy of Art. 3. Identify and master an understanding of the meaning of educational philosophy theory. 4. Identify and master an understanding of the meaning of the Philosophy of Arts Education theory.	Criteria: 1. Identify and master an understanding of the meaning of the theory of Philosophy. 2. Identify and master an understanding of the meaning of the theory of the Philosophy of Art. 3. Identify and master an understanding of the meaning of educational philosophy theory. 4. Identify and master an understanding of the meaning of the Philosophy of Arts Education theory. Form of Assessment : Portfolio Assessment	3x50 Discussion Lectures	Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	2%

3	Able to understand and analyze the Understanding of Philosophical Theory Construction, philosophy of art and philosophy of Education as well as philosophy of Arts and Arts Education	1. Identify and master an understanding of the meaning of the theory of Philosophy. 2. Identify and master an understanding of the meaning of the theory of the Philosophy of Art. 3. Identify and master an understanding of the meaning of educational philosophy theory. 4. Identify and master an understanding of the meaning of the Philosophy of Arts Education theory.	Criteria: 1. Identify and master an understanding of the meaning of the theory of Philosophy. 2. Identify and master an understanding of the meaning of the theory of the Philosophy of Art. 3. Identify and master an understanding of the meaning of educational philosophy theory. 4. Identify and master an understanding of the meaning of the Philosophy of Arts Education theory. Form of Assessment : Portfolio Assessment	discuss		Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	2%
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4	Able to analyze the pluralism of paradigms in; science, philosophy, education, arts and culture education	<p>1. Understanding Peluralism with a philosophy of science paradigm approach 2. Understanding of Peluralism with a philosophy of education paradigm approach 3. Understanding of Peluralism with a philosophy of art paradigm approach. 4. Understanding Peluralism with an art philosophy paradigm approach. 5. Understanding Peluralism with a philosophical paradigm approach to art education</p>	<p>Criteria: 1. Understanding Peluralism with a philosophy of science paradigm approach 2. Understanding of Peluralism with a philosophy of education paradigm approach 3. Understanding of Peluralism with a philosophy of art paradigm approach. 4. Understanding Peluralism with an art philosophy paradigm approach. 5. Understanding Peluralism with a philosophical paradigm approach to art education</p> <p>Form of Assessment : Portfolio Assessment</p>	discuss 3x50	<p>Material: 1. Gell, Alfred., 1992, "The Technology of Enchantment and the Enchantment of Technology". In Anthropology Art and Aesthetics. Edited by Jeremy Coote and Anthony Shelton. Oxford: Clarendon Press: 40-63. 2. Gordon, RJ, A. Brown, and JA Bell., 2013, "Expeditions, Their Films and Histories: An Introduction," in Recreating First Contact: Expeditions, Anthropologyand Popular Culture. Edited by JA Bell, A. Brown, and RJ Gordon, pp. 1-30. Washington, DC: Smithsonian Institution Scholarly Press. 3. Hatcher, Evelyn Payne, 1985, Art As Culture: An Introduction to the Anthropology of Art. Lanham: University Press of America 4. HatjeCantz Verlag; Gell, Alfred, 1999, The art of anthropology: essays and diagrams. London: AthlonePress. 5. Hagman George. 2010. The Artist' Mind (Psychoanalytic Perspective Creativity Modern Art and Modern Artists. French e-Library 6. Djohan. 2003. Psychology of Music. Yogyakarta: Good Book Publisher 7. Barrett, Terry. 1994. Criticizing Art: Understanding the Contemporary. California : Mayfiel Publishing Company 8. Dickie, George 1979. Aesthetics indianapolis: Pegasus , Bobbs-Meril Education Publishing 9. Arends, Richard 2007. Learning To Teach .</p>	2%
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5	Able to analyze the pluralism of paradigms in; science, philosophy, education, arts and culture education	1. Understanding Peluralism with a philosophy of science paradigm approach 2. Understanding of Peluralism with a philosophy of education paradigm approach 3. Understanding of Peluralism with a philosophy of art paradigm approach. 4. Understanding Peluralism with an art philosophy paradigm approach. 5. Understanding Peluralism with a philosophical paradigm approach to art education	Criteria: 1. Understanding Peluralism with a philosophy of science paradigm approach 2. Understanding of Peluralism with a philosophy of education paradigm approach 3. Understanding of Peluralism with a philosophy of art paradigm approach. 4. Understanding Peluralism with an art philosophy paradigm approach. 5. Understanding Peluralism with a philosophical paradigm approach to art education Form of Assessment : Portfolio Assessment	discuss 3x50		Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	2%
6	Able to analyze art education paradigms: Education in art, art in education and education through art	Understanding Art Education Theory with the Art Education Paradigm Approach: Education in art, art in education and education through Art	Criteria: Understanding Art Education Theory with the Art Education Paradigm Approach: Education in art, art in education and education through Art Form of Assessment : Portfolio Assessment	discuss		Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	2%

7	Able to analyze the schools of art education philosophy	Understanding Analyzing the Philosophy of Art Education	<p>Criteria: Understanding Analyzing the Philosophy of Art Education</p> <p>Form of Assessment : Portfolio Assessment</p>	discuss		<p>Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:</p>	2%
8	Midterm exam	UTS	<p>Criteria: UTS</p> <p>Form of Assessment : Practice / Performance</p>	Student presentations 3x50		<p>Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:</p>	25%

9	Students create scientific work regarding Criticism and Challenges in Arts Education through one of the philosophical schools, educational philosophy, arts education philosophy	discussion	Criteria: discussion Form of Assessment : Participatory Activities, Practice/Performance	Presentation of student assignments 1. Understanding the philosophy of Arts Education with a Critical Approach 2. Understanding the Philosophy of Arts Education with a Progressive Approach 3x50		Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	5%
10	Students create scientific work regarding Criticism and Challenges in Arts Education through one of the philosophical schools, educational philosophy, arts education philosophy	discussion	Criteria: discussion Form of Assessment : Participatory Activities, Practice/Performance	Presentation of student assignments 1. Understanding the philosophy of Arts Education with a Critical Approach 2. Understanding the Philosophy of Arts Education with a Progressive Approach 3x50		Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	5%

11	Students create scientific work regarding Criticism and Challenges in Arts Education through one of the philosophical schools, educational philosophy, arts education philosophy	discussion	Criteria: discussion Form of Assessment : Participatory Activities, Practice/Performance	Presentation of student assignments 1. Understanding the philosophy of Arts Education with a Critical Approach 2. Understanding the Philosophy of Arts Education with a Progressive Approach 3x50		Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	5%
12	Students create scientific work regarding Criticism and Challenges in Arts Education through one of the philosophical schools, educational philosophy, arts education philosophy	discussion	Criteria: discussion Form of Assessment : Participatory Activities, Practice/Performance	Presentation of student assignments 1. Understanding the philosophy of Arts Education with a Critical Approach 2. Understanding the Philosophy of Arts Education with a Progressive Approach 3x50		Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	5%

13	Students create scientific work regarding Criticism and Challenges in Arts Education through one of the philosophical schools, educational philosophy, arts education philosophy	discussion	Criteria: discussion Form of Assessment : Participatory Activities, Practice/Performance	Presentation of student assignments 1. Understanding the philosophy of Arts Education with a Critical Approach 2. Understanding the Philosophy of Arts Education with a Progressive Approach 3x50		Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	5%
14	Students create scientific work regarding Criticism and Challenges in Arts Education through one of the philosophical schools, educational philosophy, arts education philosophy	discussion	Criteria: discussion Form of Assessment : Participatory Activities, Practice/Performance	Presentation of student assignments 1. Understanding the philosophy of Arts Education with a Critical Approach 2. Understanding the Philosophy of Arts Education with a Progressive Approach 3x50		Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	5%

15	Students create scientific work regarding Criticism and Challenges in Arts Education through one of the philosophical schools, educational philosophy, arts education philosophy	discussion	Criteria: discussion Form of Assessment : Participatory Activities, Practice/Performance	Presentation of student assignments 1. Understanding the philosophy of Arts Education with a Critical Approach 2. Understanding the Philosophy of Arts Education with a Progressive Approach 3x50		Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	5%
16	UAS	suitability of concept and exposure	Criteria: suitability of concept and exposure Form of Assessment : Participatory Activities, Practice/Performance	Presentation 50x3	0	Material: 1. Juju Nasunah and Tati Narawati. 2003. Art and Arts Education. Bandung: P4ST UPI 2. Tjetjep Rohendi Rohidi. 2016. Arts Education: Issues and Paradigms. Semarang: Unnes 3. Dewantara, Ki Hadjar. 1967. Culture: Part II A. Yogyakarta: Supreme Council of the Taman Siswa Association 4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culture Macmillan. Rohidi, Tjetjep Rohendi. 2000. Creativity in a Cultural Perspective: The Role of Snei Education in the Cultural Process, in the arts in a cultural approach. Bandung: STSI Press Reader:	26%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	30.5%
2.	Portfolio Assessment	14%

3.	Practice / Performance	55.5%
		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.