



**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										
Construction of Arts Education Theory	8801003002	Compulsory Curriculum Subjects - Institutional	T=3	P=0	ECTS=7.56	1	July 19, 2024										
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>											
		TIM MBKM	TIM MBKM			Dr. Setyo Yanuartuti, M.Si.											
<b>Learning model</b>	Case Studies																
<b>Program Learning Outcomes (PLO)</b>	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)																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Short Course Description</b>	Examining and discussing art theories and art education in relation to their nature, nature and position and being able to carry out critical analysis of the theories discussed to give rise to new ideas about the development of art education theories which are written in the draft dissertation proposal and disseminated together in class.																
<b>References</b>	<b>Main :</b>																
	<b>Supporters:</b>																
	1. Gell, Alfred., 1992, "The Technology of Enchantment and the Enchantment ofTechnology". In Anthropology Art and Aesthetics. Edited by Jeremy Coote andAnthony Shelton. Oxford: Clarendon Press: 40-63. 2. Gordon, R. J., A. Brown, and J. A. Bell., 2013, "Expeditions, Their Films andHistories: An Introduction," in Recreating First Contact: Expeditions, Anthropologyand Popular Culture.Edited by J. A. Bell, A. Brown, and R. J. Gordon, pp. 1-30.Washington, D.C.: 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: essay and diagrams. London: AthlonePress. 5. Hagman George. 2010. The Artist'Mind ( Psychoanalytic Perspectif Creativity Modern Art and Modern Artists.Prancis e-Library 6. Djohan. 2003. Psikologi Musik. Yogyakarta: Penerbit Buku Baik 7. Barrett, Terry. 1994. Criticizing Art: Understanding the Contemporary. California: Mayfiel Publishing Company 8. Dickie, George. 1979. Aesthetic. Indianapolis: Pegasus , Bobbs-Meril Education Publishing 9. Arends, Richard. 2007. Learning To Teach. New York: McGraw Hill Companies, Inc 10. Hargenhaan B.R. & Olson M.H. 1997. Theories of Learning. Prentice-Hall International, Inc New Jersey																
<b>Supporting lecturer</b>	Dr. Drs. Djuli Djatiprambudi, M.Sn. Dr. Sn. Retnayu Prasetyanti Sekti, M.Si.																
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		1. Explain the material and scope and achievements of the Art Education Theory course 2. Discuss the assignments	<b>Form of Assessment :</b> Participatory Activities		The lecture contract includes conveying objectives, providing references, conveying the scope of the course, conveying learning outcomes 3 x 50'		0%										
2			<b>Form of Assessment :</b> Participatory Activities	Understanding and Analysis of the meaning of Art Theory Construction and Art Education 3 x 50'			0%										
3			<b>Form of Assessment :</b> Participatory Activities	Identify and master the understanding of Ki Hadjar Dewantara's Thoughts 3 x 50'			0%										
4	Able to Analyze Art Education Theory with Cognitive and Psychological Approaches	1. Understanding of Arts Education Theory with a Productivity Approach 2. Understanding of Arts Education Theory with a Creativity Approach		1. Understanding of Arts Education Theory with a Productivity Approach 2. Understanding of Arts Education Theory with a Creativity Approach 3 x 50'		<b>Material:</b> Art education theory Creativity theory Productivity theory <b>References:</b>  <b>Material:</b> Art education theory Creativity theory Productivity theory <b>References:</b>	0%										

5		1. Understanding of Arts Education Theory with a Cognitive Approach 2. Understanding of Arts Education Theory with a Psychological Approach	<b>Form of Assessment :</b> Participatory Activities	1. Understanding of Arts Education Theory with a Cognitive Approach 2. Understanding of Arts Education Theory with a Psychological Approach 3 x 50'		<b>Material:</b> Cognitive Theory <b>Psychological Theory Literature:</b>	0%
6		Understanding of Art Education Theory with an Esoteric/spirituality/character Approach	<b>Form of Assessment :</b> Participatory Activities	Understanding of Art Education Theory with an Esoteric/spirituality/character Approach 3 x 50'		<b>Material:</b> Esoteric/spirituality/character studies <b>References:</b>	0%
7		1. Understanding of Arts Education Theory with a Sociological Approach 2. Understanding of Arts Education Theory with an Anthropological Approach	<b>Form of Assessment :</b> Participatory Activities	1. Understanding of Arts Education Theory with a Sociological Approach 2. Understanding of Arts Education Theory with an Anthropological Approach 3 x 50'			0%
8			<b>Form of Assessment :</b> Portfolio Assessment, Practice/Performance, Test				0%
9	Students prepare a dissertation design in the form of problem mapping and theoretical approaches from the material provided	1. Understanding Arts Education Theory with a Critical Approach 2. Understanding Arts Education Theory with a Progressive Approach	<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Prepare a dissertation design in the form of problem mapping and theoretical approaches from the material provided 3 x 50'		<b>Material:</b> Critical Analysis <b>Theory Progressive Theory Literature:</b>	0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**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** 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.
- 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.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.