



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Master of Arts and Culture Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Arts Education Curriculum	8810902024		T=2 P=0 ECTS=4.48	1	July 17, 2024																																	
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																		
		Dr. Anik Juwariyah, M.Si.																																		
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 100px; height: 30px;">P.O</td></tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	Examines the nature and theory, curriculum foundations, curriculum components, principles of curriculum development, curriculum implementation, Arts and Culture education curriculum, study of the Arts Education Curriculum. The final product of this course is an article about the implementation of the arts education curriculum in schools																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Arifin, Zainal. 2011. Konsep Dan Model Pengembangan Kurikulum. Bandung: Pt. Remaja Rosdakarya 2. Hamalik, Oemar. Dasar-Dasar Pengembangan Kurikulum. 2007. Bandung: Rosda Karya 3. Pamadhi, Hajar. 2012. Pendidikan Seni: Hakikat Kurikulum Pendidikan Seni, Habitus Seni, Dan Pengajaran Seni Anak. Yogyakarta: Uny Press 4. Sukmadinata Nana, Syaodih. 2009. Pengembangan Kurikulum Teori Dan Praktek. Bandung: Pt. Remaja Rosdakarya 																																					
	Supporters:																																					
Supporting lecturer	Dr. Martadi, M.Sn. Dr. Setyo Yanuartuti, 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	Explain the nature of the arts education curriculum	Able to explain the nature of the arts education curriculum	Criteria: 1.5 if the idea product meets the criteria as written in the observed aspect column 2.4 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	- Explain / lecture - Question and answer 2 X 50			0%
2	Describe curriculum concepts and theories	Able to describe curriculum concepts and theories	Criteria: 1.5 if the idea product meets the criteria as written in the observed aspect column 2.4 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	Lecture, Question and answer 2 X 50			0%
3	Understand the basis of the curriculum	Able to explain the basis of the curriculum	Criteria: 1.5 if the idea product meets the criteria as written in the observed aspect column 2.4 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	- Questions and answers Discussion 2 X 50			0%

4	Understand curriculum components	Analyze curriculum components	Criteria: 1.4. if the work results comply with the criteria aspects and are presented clearly 2.3. If the work results are mostly in accordance with the criteria aspects and are presented clearly 3.2. If the work results are to a small extent in accordance with the criteria aspects and are presented less clearly 4.2. If the work results do not match the criteria and are presented unclearly	Cooperative Learning 2 X 50			0%
5	Understanding the curriculum theory of Franklin Bobbit 1818 and Werret W. Chariters 1923	Able to analyze the curriculum theory of Franklin Bobbit 1818 and Werret W. Chariters 1923	Criteria: 1.4 if the idea product meets the criteria as written in the observed aspect column 2.3 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	Cooperative learning 2 X 50			0%
6	Understanding Beauchamp Curriculum Theory and Otnael Smith, James B MacDonald Broudy, Smith, and Burnett	Able to Analyze Beauchamp Curriculum Theory and Otnael Smith, James B MacDonald Broudy, Smith, and Burnett	Criteria: 1.4 if the idea product meets the criteria as written in the observed aspect column 2.3 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	Cooperative learning 2 X 50			0%

7	Understanding Caswell and Ralph W. Tylor's Curriculum Theory	Able to Analyze Caswell and Ralph W. Tylor's Curriculum Theory	Criteria: 1.4 if the idea product meets the criteria as written in the observed aspect column 2.3 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	Cooperative learning 2 X 50			0%
8	Understanding Curriculum Theory Alizabeth S. Maccia, Thomas L. Faix Mauritz Johnson and Jack R Frymier	Able to Analyze Curriculum Theory Alizabeth S. Maccia, Thomas L. Faix Mauritz Johnson and Jack R Frymier	Criteria: 1.4 if the idea product meets the criteria as written in the observed aspect column 2.3 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	Cooperative learning 2 X 50			0%
9	Understanding Curriculum Design and Engineering	Able to review curriculum design and engineering	Criteria: 1.4 if the idea product meets the criteria as written in the observed aspect column 2.3 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	Cooperative learning 2 X 50			0%

10	Analyzing Curriculum Development and Curriculum implementation.	Analyzing Curriculum Development and Curriculum implementation.	Criteria: 1.4 if the idea product meets the criteria as written in the observed aspect column 2.3 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	Cooperative learning 4 X 50			0%
11	Analyzing Curriculum Development and Curriculum implementation.	Analyzing Curriculum Development and Curriculum implementation.	Criteria: 1.4 if the idea product meets the criteria as written in the observed aspect column 2.3 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	Cooperative learning 4 X 50			0%
12	Analyzing the History of the Arts Education Curriculum in Indonesia	Able to analyze and study the history of the arts education curriculum in Indonesia	Criteria: 1.4 if the idea product meets the criteria as written in the observed aspect column 2.3 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	- Presentation - Question and answer Discussion 4 X 50			0%

13	Analyzing the History of the Arts Education Curriculum in Indonesia	Able to analyze and study the history of the arts education curriculum in Indonesia	Criteria: 1.4 if the idea product meets the criteria as written in the observed aspect column 2.3 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	- Presentation - Question and answer Discussion 4 X 50			0%
14	Analyzing arts education curriculum studies	Able to criticize art education curriculum studies	Criteria: 1.4 if the idea product meets the criteria as written in the observed aspect column 2.3 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	- Presentation - Question and answer Discussion 4 X 50			0%
15	Analyzing arts education curriculum studies	Able to criticize art education curriculum studies	Criteria: 1.4 if the idea product meets the criteria as written in the observed aspect column 2.3 if the idea product meets most of the criteria as written in the aspect column 3.2 if the idea product meets a small portion of the criteria as written in the aspect column 4.1 if the idea product does not meet the criteria written in the aspect column	- Presentation - Question and answer Discussion 4 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.