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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
THEORY OF ARTS EDUCATION		8810902826	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=4.48**	1	August 1, 2023

AUTHORIZATION		SP Developer		Course Cluster Coordinator	Study Program Coordinator
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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)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Examining and discussing art education theories relating to their essence, 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 an article and disseminated together in class.

References	**Main :**	

1. Juju Nasunah dan Tati Narawati. 2003. Seni dan Pendidikan Seni. Bandung: P4ST UPI
2. Tjetjep Rohendi Rohidi. 2016. Pendidikan Seni: Isu dan Paradigma. Semarang: Unnes
3. Dewantara, Ki Hadjar. 1967. Kebudayaan: Bagian II A. Yogyakarta: Majelis Luhur Persatuan Taman Siswa
4. Read, Hebert. 1958. Education Through Art. New York: Faber and Faber Culure Macmillan.
5. Rohidi, Tjetjep Rohendi. 2000. Kreativitas dalam Perspektif Kebudayaan: Peran Pendidikan Snei dalam Proses Kebudayaan, dalam kesenian dalam pendekatan kebudayaan. Bandung: STSI Press
6. Hatcher, Evelyn Payne, 1985, Art As Culture: An Introduction to the Anthropology of Art . Lanham: University Press of America
7. HatjeCantz Verlag; Gell, Alfred, 1999, The art of anthropology: essay and diagrams . London: AthlonePress.
8. Hagman George. 2010. The Artist'Mind (Psychoanalytic Perspectif Creativity Modern Art and Modern Artists.Prancis e-Libray
9. Barrett, Terry. 1994. Criticizing Art: Understanding the Contemporary . Calivornia: Mayfiel Publishing Company
10. Dickie, George. 1979. Aesthetic . Indianapolis: Pegasus , Bobbs-Meril Education Publishin
11. Arends, Richard. 2007. Learning To Teach. New York: McGraw Hill Companies, Inc

	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)

			Criteria & Form of Assessment	Method			
1	Understanding the nature of art education theory lectures	Able to explain the material and scope of the art education theory course	**Criteria:** The written test assessment is carried out after completing the lecture. Assessment is based on calculating N = Acquisition score / maximum score%2 100% **Form of Assessment** : Participatory Activities	1. Explain / lecture 2. Question and answer 2 X 50			0%
2	understand and analyze the meaning of theory, education, art and arts education	1. Identify and master an understanding of the meaning of Education theory. 2. Identify and master an understanding of the meaning of Art theory. 3. Identify and master an understanding of the meaning of Art Education theory.	**Criteria:** 1.1. The written test assessment is carried out after completing the lecture. Scoring is based on calculations 2.N = Acquisition score / maximum score%2 100% **Form of Assessment** : Participatory Activities	Lecture, Question and answer 2 X 50			0%
3	Analyzing the Nature of Arts Education: Examining Ki Hadjar Dewantara's Thoughts	Able to explain the essence of arts education: Examining Ki Hadjar Dewantara's thinking	**Criteria:** 1.1. The written test assessment is carried out after completing the lecture. Scoring is based on calculations 2.N = Acquisition score / maximum score%2 100% **Form of Assessment** : Participatory Activities	1. Lecture 2. Questions and Answers 2 X 50			0%
4	Analyzing the structure of Arts Education Theory with a Productivity and Creativity Approach	Analyzing the structure of Arts Education Theory with a Productivity and Creativity Approach	**Criteria:** Product performance assessment is based on the score obtained on the existing rubric. **Form of Assessment** : Participatory Activities	- Lecture - Questions and Answers 2 X 50			0%
5	Analyzing Arts Education Theory with Cognitive and Psychological Approaches	Able to analyze Art Education Theory with a Cognitive and Psychological Approach	**Criteria:** Product performance assessment is based on the score obtained on the existing rubric. **Form of Assessment** : Participatory Activities, Portfolio Assessment	1. Lecture 2. Questions and Answers 2 X 50			0%
6	Analyzing Art Education Theory with an Esoteric/spirituality/character Approach	Able to analyze the differences and essence of Art Education Theory with an esoteric/spirituality/character approach	**Criteria:** Product performance assessment is based on the score obtained on the existing rubric. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures 2 X 50			0%
7	Analyzing Art Education Theory with a Sociological and Anthropological Approach	Able to analyze art education theory with a sociological and anthropological approach	**Criteria:** Product performance assessment is based on the score obtained on the existing rubric. **Form of Assessment** : Portfolio Assessment	1. Lecture 2. Questions and Answers 2 X 50			0%

			Criteria:				
8	UTS	UTS	**Criteria:** Product performance assessment is based on the score obtained on the existing rubric. **Form of Assessment** : Portfolio Assessment, Test	essays 2 X 50			0%
9	Analyzing Art Education theory with a Critical and Progressive Approach	Able to study Art Education theory with a Critical and Progressive Approach	**Criteria:** The written test assessment is carried out after completing the lecture. Assessment is based on calculating N = Acquisition score / maximum score%2 100% **Form of Assessment** : Participatory Activities	1. Lecture 2. Questions and Answers 2 X 50			0%
10	analyze and understand the Theory of Arts Education with an Independent Learning Approach	analyze and understand the Theory of Arts Education with an Independent Learning Approach	**Criteria:** The written test assessment is carried out after completing the lecture. Assessment is based on calculating N = Acquisition score / maximum score%2 100% **Form of Assessment** : Participatory Activities	1. Presentation 2. Question and answer 3. Discussion 4 X 50			0%
11	Discuss and present this educational theory using other theoretical approaches	Discuss and present this educational theory using other theoretical approaches	**Criteria:** The written test assessment is carried out after completing the lecture. Assessment is based on calculating N = Acquisition score / maximum score%2 100% **Form of Assessment** : Participatory Activities	1. Presentation 2. Question and answer 3. Discussion 4 X 50			0%
12	Discuss and present Arts education theory using other theoretical approaches	Discuss and present Arts education theory using other theoretical approaches	**Criteria:** The written test assessment is carried out after completing the lecture. Assessment is based on calculating N = Acquisition score / maximum score%2 100% **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	1. Presentation 2. Question and answer 2 X 50			0%
13	Analyzing the axiological foundations of science	Able to analyze the axiological basis of science	**Criteria:** The written test assessment is carried out after completing the lecture. Assessment is based on calculating N = Acquisition score / maximum score%2 100% **Form of Assessment** : Participatory Activities	1. Lecture 2. Question and answer 2 X 50			0%

No							
14	Discuss and present Arts education theory using other theoretical approaches	Able to discuss and present art education theories using other theoretical approaches	**Criteria:** Product performance assessment is based on the score obtained on the existing rubric. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	1. Presentation 2. Question and answer 2 X 50			0%
15	Epilogue: Multicultural Arts Education in the 21st Century	Epilogue: Multicultural Arts Education in the 21st Century	**Criteria:** according to procedure **Form of Assessment** : Participatory Activities	1. lecture2. discussion 2 X 50			0%
16	understand and master the material by taking the final semester exam		**Criteria:** according to procedure **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Tests	written test presentation 2 X 50			0%

Evaluation Percentage Recap: Case Study

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.