	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
History of Arts Education	8810902813		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	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which 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 mastering the development of arts education in Indonesia and abroad (the Netherlands and the United States). Lectures are carried out through presentations, discussions, observations, the final product of the lectures is papers, power points and reports.

References	**Main :**	
	1.	1. A.J. Suhardjo. 2005. Pendidikan Seni dari Konsep Hingga Program . Malang: Balai Kajian Seni dan Desain Jurusan Seni dan Desain Fakultas Satra UM 2. Read, Herbert. 1970. Education Througt Art . London: Faber and Faber 2.
	Supporters:	

Supporting lecturer	Prof. Dr. Hj. Warih Handayaningrum, M.Pd. Dr. Welly Suryandoko, 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	College contract	1. Explain the material to be studied. Identify the tasks to be completed	**Criteria:** Can answer questions regarding Postgraduate course orientation	1. Lecture 2. Question and answer 2 X 50			0%

2	Mastering the concept of international art education development (Netherlands	Analyzing the growth period, drawing as an embryo as an art education subject.	**Criteria:** Can discover the substantial period of development of art in the Dutch era	Cooperative Learning Model 4 X 50			0%
3	Mastering the concept of international art education development (Netherlands	Analyzing the growth period, drawing as an embryo as an art education subject.	**Criteria:** Can discover the substantial period of development of art in the Dutch era	Cooperative Learning Model 4 X 50			0%
4	Mastering the concept of the development of international art education (Netherland)	1. Analyzing the growth period, drawing as an embryo for art education subjects.2. Examining the process of drawing subjects as a process of formation 3 Analyzing the process of drawing subjects as an expression of interests and needs	**Criteria:** The contents of the paper and PowerPoint presented are in accordance with the study material	Cooperative Model, Problem Based learning model and Constructivist 8 X 50			0%
5	Mastering the concept of the development of international art education (Netherland)	1. Analyzing the growth period, drawing as an embryo for art education subjects.2. Examining the process of drawing subjects as a process of formation 3 Analyzing the process of drawing subjects as an expression of interests and needs	**Criteria:** The contents of the paper and PowerPoint presented are in accordance with the study material	Cooperative Model, Problem Based learning model and Constructivist 8 X 50			0%
6	Mastering the concept of the development of international art education (Netherland)	1. Analyzing the growth period, drawing as an embryo for art education subjects.2. Examining the process of drawing subjects as a process of formation 3 Analyzing the process of drawing subjects as an expression of interests and needs	**Criteria:** The contents of the paper and PowerPoint presented are in accordance with the study material	Cooperative Model, Problem Based learning model and Constructivist 8 X 50			0%

7	Mastering the concept of the development of international art education (Netherland)	1. Analyzing the growth period, drawing as an embryo for art education subjects.2. Examining the process of drawing subjects as a process of formation 3 Analyzing the process of drawing subjects as an expression of interests and needs	**Criteria:** The contents of the paper and PowerPoint presented are in accordance with the study material	Cooperative Model, Problem Based learning model and Constructivist 8 X 50			0%
8	Mastering the concept of the development of international art education (Netherland)	Meetings 2 to 7 1. Analyze the growth period, drawing as an embryo as an art education subject. 2. Examining the process of drawing subjects as a formation process 3. Analyzing the process of becoming subjects as an expression of interest and need for drawing 4. Examining the pioneering period: drawing subjects as a subject in school 5. Explaining the function of drawing subjects in schools 6. Examining the growth period : skills education	**Criteria:** Can answer questions in written tests correctly	UTS 2 X 50			0%
9	Mastering the concept of international art education development (United States	1. Examining the pioneering period: drawing subjects as a school subject 2. Explaining the function of drawing subjects in schools 3. Examining the growth period: skills education	**Criteria:** answer according to the study material and characteristics of the pioneering period. The basics of arts education are implemented in schools	Discussion and questions and answers 2 X 50			0%

10	Mastering the concept of international art education development (United States	1. Explaining the development of the progressive period 2. Examining the development of arts education during the economic downturn 3. Analyzing the development of arts education, the period of patriotism, soul development and creativity	**Criteria:** Write the contents of arts education for the years 1945-1948	2 X 50 problem-based learning model			0%
11	Mastery of the development of arts education in the Republic of Indonesia	Examining the development of early growth (1930-1945) Analyzing the development of the Dutch colonial period Discovering the concept of development during the Japanese colonial period	**Criteria:** Writing down the objectives of building science is replaced by drawing	Cooperative 2 X 50			0%
12	Mastery of the development of arts education in the Republic of Indonesia	Identifying the development of art during the growth period. Discovering the basics of the curriculum based on learning materials. Analyzing the development of art education during the growth period	**Criteria:** The paper is in accordance with the development of arts education in Indonesia	Constructivist cooperative 2 X 50			0%
13	Mastery of the natural form of Education and the aesthetic basis of Discipline and morality	1. Translate and explain 3 aspects of art learning 2. Analyzing Aesthetic criteria3. Identifying atidute4. distinguish between creation and construction in art 5. prospects for arts learning at school	**Criteria:** paper In accordance with the study material	Constructivist cooperative 6 X 50			0%
14					PBL		0%
15					PJBL		0%
16					PJBL		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.