



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Visual Communication Design Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Aesthetics	9024103079	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	2	May 11, 2023
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO) PLO study program which is charged to the course

PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
PLO-5	Master the facts, concepts, principles, laws, theories and methodologies of the core fields of Visual Communication Design.
PLO-8	Able to plan the process of reviewing Visual Communication Design work from the concept stage, method, to final completion using a Visual Communication Design scientific approach based on the latest technological developments.
PLO-10	Able to study Visual Communication Design work that is oriented to a theoretical and contextual approach by following the latest technological developments.

Program Objectives (PO)

PO - 1	Students show an appreciative attitude and have aesthetic sensitivity.
PO - 2	Students are able to explain the development of aesthetic thought starting from the Greek, medieval, renaissance, modern and post-modern times.
PO - 3	Students are able to explain the paradigm of art and beauty by comparing Western and Eastern concepts.

PLO-PO Matrix

P.O	PLO-1	PLO-5	PLO-8	PLO-10
PO-1	✓			
PO-2			✓	
PO-3				✓

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
PO-1																
PO-2																
PO-3																

Short Course Description Understanding of the history of aesthetics, concepts, definitions of beauty and critical studies of applied aesthetics from the Classical period (Ancient Roman Greek) to the present. Discussing 5W1H in aesthetics like philosophers, time, social, cultural contexts per period. The aesthetic characteristics of each period are also discussed. Delivered with a concept teaching learning model with evaluation in the form of discussions, presentations, quizzes and preparing papers.

References **Main :**

1. AAM Djelantik, 2006, Estetika Sebuah Pengantar, Bandung, Masyarakat Seni Pertunjukan Indonesia, Art Line.
2. Agus Sachari, 2006, Estetika Terapan, Bandung, Nova.
3. Bambang Sugiarto, 2013, Untuk Apa Seni Itu,
4. Bagoes P Wiryomartono, 2001, Pijar-Pijar Penyingkap Rasa Sebuah Wacana Seni dan Keindahan Dari Plato Sampai Derida, Jakarta, PT Gramedia Pustaka Utama.
5. Dharsono Sony Kartika, 2004, Pengantar Estetika, Bandung, Rekayasa Sain.
6. Djuli Djatiprambudi, 2006, Tinjauan Seni, Surabaya, UNESA Print.
7. Edgard De Bruyne, 1974, Filosofi Van De Kunst An Phenomenologie, Terjemahan Slamet Sukadarmar, IKIP Malang.
8. Jakop Sumardjo, 2000, Filsafat Seni, Bandung, ITB.
9. _____, 2006, Estetika Paradoks, Bandung, STSI dan Sunan Ambu.
10. Pranjoto Setjoatmodjo, 1988, Bacaan Pilihan Tentang Estetika, Jakarta, DEPDIKBUD-DIKTI-P2LPK
11. To Thi An, 1985, Nilai budaya Timur dan Barat, Konflik atau Harmoni, Jakarta, PT Gramedia Pustaka Utama.

Supporters:

1. <https://youtube.com/playlist?list=PLm6izZ9tX9Dtkaf0oqYBfluSLnzCuF4Bt>
2. Catya, K., Marsudi, M., Kusumandyoko, T. C., & Ratyaningrum, F. (2023). The Importance of Aesthetics in Design Education. In *Advances in Social Science, Education and Humanities Research/Advances in social science, education and humanities research* (pp. 535–541). https://doi.org/10.2991/978-2-38476-152-4_50

Supporting lecturer Tri Cahyo Kusumandyoko, S.Sn., M.Ds.

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	Able to explain the meaning, nature and scope of aesthetics as a philosophical study.	1.1. Explain the meaning and nature of aesthetics as a philosophical study. 2.2. Distinguish between the scope of aesthetic studies and the philosophy of art. 3.3. Explain the taxonomy of aesthetic problems.	Criteria: Maximum value if the assessment indicators are met Form of Assessment : Participatory Activities	Create a taxonomy table of 3 x 50 aesthetic problems		Material: Introduction to the philosophy of beauty Reference: AAM Djelantik, 2006, <i>Aesthetics An Introduction, Bandung, Indonesian Performing Arts Society, Art Line.</i> Material: https://youtube.com/playlist?list=PLm6izZ9tX9Dtkaf0oqYBfluSLnzCuF4Bt Library: Material: Introduction to Applied Aesthetics Reference: Dharsono Sony Kartika, 2004, <i>Introduction to Aesthetics, Bandung, Science Engineering.</i>	5%
2	Able to explain the meaning, nature and scope of aesthetics as a philosophical study.	1.1. Understand the 5W 1H in the philosophy of beauty of Socratic thought 2.2. Explain the characteristics of Socrates' thinking 3.3. Group presentations and discussions	Criteria: Participatory marks will be given to students who are active in discussion sessions Form of Assessment : Participatory Activities	Studying 5W 1H in the classical period (Socrates' philosophy of beauty) Watching video teaching materials 2 (Socrates) 3 x 50		Material: Watching videos of teaching materials on Socratic thought Library: https://youtube.com/...	10%
3	Able to explain human relationships, culture, beauty and art.	1.Explain the relationship between humans and culture. 2.Explain the relationship between culture and beauty. 3.Explain the relationship between beauty and art.	Criteria: Participatory marks will be given to students who are active in discussion sessions Form of Assessment : Participatory Activities	Pre Test Quiz 3 X 50		Material: Quiz 1 Introduction to Aesthetics Library: https://youtube.com/...	5%
4	Able to explain and examine the aesthetic paradigm in Socratic thought	1.Explain the relationship between humans and culture. 2.Explain the relationship between culture and beauty. 3.Explain the relationship between beauty and art.	Criteria: Participatory marks will be given to students who are active in discussion sessions Form of Assessment : Participatory Activities	Classify several definitions of culture, art and beauty. 3 X 50		Material: Socratic Philosophy Library: Bagoes P Wiriyomartono, 2001, <i>Incandescence Revealing the Sense of a Discourse on Art and Beauty from Plato to Derrida, Jakarta, PT Gramedia Pustaka Utama.</i>	5%
5	Able to explain and examine aesthetic paradigms in mythological, theological, anthropological, scientific (modern) and post-modern frames.	1.Explaining aesthetics in a mythological frame. 2.Explaining aesthetics in a theological frame. 3.Explaining aesthetics in an anthropological frame.	Criteria: Participatory marks will be given to students who are active in discussion sessions Form of Assessment : Participatory Activities	Plato Presentation 3 X 50		Material: Plato's Thoughts on Aesthetics Library: https://youtube.com/...	5%
6	Able to explain and examine aesthetic paradigms in mythological, theological, anthropological, scientific (modern) and post-modern frames.	1.Explaining aesthetics in a mythological frame. 2.Explaining aesthetics in a theological frame. 3.Explaining aesthetics in an anthropological frame.	Criteria: Participatory marks will be given to students who are active in discussion sessions Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentation of Aristotle's thoughts on beauty 3 x 50		Material: Mythological, theological, anthropological, scientific (modern), and post-modern Library: https://youtube.com/...	5%

7	Able to explain and analyze Western aesthetic concepts.	<ol style="list-style-type: none"> 1.Explain the concept of classical aesthetics. 2.Explain the Socratic concept of aesthetics 3.Explain Plato's aesthetic concept 4.Explain Aristotle's concept of aesthetics. 	<p>Criteria: Participatory marks will be given to students who are active in discussion sessions</p> <p>Form of Assessment : Participatory Activities</p>	UTS with 3 X 50 quiz		<p>Material: Aesthetics of Gustav Theodor Fechner Library: https://youtube.com/...</p>	10%
8	Able to explain and analyze Western aesthetic concepts.	<ol style="list-style-type: none"> 1.Explain the concept of classical aesthetics. 2.Explain the concept of medieval aesthetics. 3.Explain the concept of Romantic and Renaissance aesthetics. 4.Explains the aesthetic concepts of the industrial and post-industrial era. 	<p>Criteria: Participatory marks will be given to students who are active in discussion sessions</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Make a study of modern aesthetics in a paper. 3 X 50		<p>Material: Western aesthetic concepts Reference: Dharsono Sony Kartika, 2004, <i>Introduction to Aesthetics, Bandung, Science Engineering.</i></p>	5%
9	Able to explain and examine the aesthetic paradigm in Baumgarten's thinking	5W1H about Baumgarten	<p>Criteria: Participatory marks will be given to students who are active in discussion sessions</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation of Alexander Baumgarten's Thoughts About Beauty 3 X 50		<p>Material: Introduction to Baumgarten Library: https://youtube.com/...</p>	5%
10	Able to explain and analyze Eastern aesthetic concepts	<ol style="list-style-type: none"> 1.Explain the concept of Hindu-Buddhist aesthetics. 2.Explains the aesthetic concepts of classical Chinese and Japanese Zen. 3.Explaining the concept of Islamic aesthetics. 	<p>Criteria: Participatory marks will be given to students who are active in discussion sessions</p> <p>Form of Assessment : Participatory Activities</p>	Make a chart of the differences in the harmony principles of Hinduism, Buddhism, China, Zen, Islam. 3 X 50		<p>Material: Eastern Aesthetics Library: <i>Pranjoto Setjoatmodjo, 1988, Selected Readings on Aesthetics, Jakarta, DEPDIBUD-DIKTI-P2LPTK</i></p>	5%
11	Able to explain and analyze Eastern aesthetic concepts	<ol style="list-style-type: none"> 1.Explain the concept of Hindu-Buddhist aesthetics. 2.Explains the aesthetic concepts of classical Chinese and Japanese Zen. 3.Explaining the concept of Islamic aesthetics. 	<p>Criteria: Participatory marks will be given to students who are active in discussion sessions</p> <p>Form of Assessment : Participatory Activities</p>	Make a chart of the differences in the harmony principles of Hinduism, Buddhism, China, Zen, Islam. 3 X 50		<p>Material: Eastern Aesthetics Reference: <i>Bambang Sugiarto, 2013, What Art Is For,</i></p>	5%

12	Able to explain and analyze the aesthetics of the archipelago (Indonesia).	<ol style="list-style-type: none"> 1.Explain the concept of primitive aesthetics. 2.Explain the concept of traditional aesthetics. 3.Explains the aesthetic concept of Hindu, Buddhist, Chinese and Islamic influences. 4.Explaining the concept of Western-influenced aesthetics. 5.Examining the concept of hybrid aesthetics. 	<p>Criteria: Participatory marks will be given to students who are active in discussion sessions</p> <p>Form of Assessment : Participatory Activities</p>	Make an analysis of modern Indonesian aesthetics based on its connection with tradition. 2 X 50		<p>Material: Introduction to Applied Aesthetics Reference: <i>Dharsono Sony Kartika, 2004, Introduction to Aesthetics, Bandung, Science Engineering.</i></p>	5%
13	Able to explain and analyze the aesthetics of the archipelago (Indonesia).	<ol style="list-style-type: none"> 1.Explain the concept of primitive aesthetics. 2.Explain the concept of traditional aesthetics. 3.Explains the aesthetic concept of Hindu, Buddhist, Chinese and Islamic influences. 4.Explaining the concept of Western-influenced aesthetics. 5.Examining the concept of hybrid aesthetics. 	<p>Criteria: Participatory marks will be given to students who are active in discussion sessions</p> <p>Form of Assessment : Participatory Activities</p>	Make an analysis of modern Indonesian aesthetics based on its connection with tradition. 2 X 50		<p>Material: Principles of applied aesthetics Reference: <i>AAM Djelantik, 2006, Aesthetics An Introduction, Bandung, Indonesian Performing Arts Society, Art Line.</i></p>	5%
14	Able to explain and analyze contemporary aesthetic discourse.	<ol style="list-style-type: none"> 1.Explaining postmodern discourse. 2.Explaining contemporary aesthetic discourse through contemporary philosophical theory. 3.Explains the discourse on contemporary art with various discourses that developed after the 1950s. 	<p>Criteria: Participatory marks will be given to students who are active in discussion sessions</p> <p>Form of Assessment : Participatory Activities</p>	Create a thought mapping of contemporary culture and contemporary art. 2 X 50		<p>Material: Applied aesthetics quiz Library: https://youtube.com/...</p>	5%
15	Able to explain and analyze contemporary aesthetic discourse.	<ol style="list-style-type: none"> 1.Explaining postmodern discourse. 2.Explaining contemporary aesthetic discourse through contemporary philosophical theory. 3.Explains the discourse on contemporary art with various discourses that developed after the 1950s. 	<p>Criteria: Participatory marks will be given to students who are active in discussion sessions</p> <p>Form of Assessment : Participatory Activities</p>	Create a thought mapping of contemporary culture and contemporary art. 2 X 50		<p>Material: UAS Grid Reference: <i>Agus Sachari, 2006, Applied Aesthetics, Bandung, Nova.</i></p>	5%

16	Able to explain and analyze applied aesthetic discourse	1.Depth of review 2.Applied theory 3.The uniqueness of the selected aesthetic object	Criteria: Participatory marks will be given to students who are active in discussion sessions Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Aesthetic object review video project 3x50	Material: Review aesthetic objects according to your comfort Library: https://youtube.com/...	15%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	77.5%
2.	Project Results Assessment / Product Assessment	15%
3.	Practice / Performance	7.5%
		100%

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.