



**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
Publication of Works	9024103039		T=3 P=0 ECTS=4.77	8	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Marsudi, S.Pd., M.Pd.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>																																		
PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																		
PLO-11	Able to develop Visual Communication Design with a creativepreneurship approach oriented to the latest information technology developments.																																		
	<b>Program Objectives (PO)</b>																																		
	<b>PLO-PO Matrix</b>																																		
	<table border="1" style="margin: auto;"> <tr> <td style="width: 30%;">P.O</td> <td style="width: 30%;">PLO-2</td> <td style="width: 30%;">PLO-11</td> </tr> </table>		P.O	PLO-2	PLO-11																														
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																		
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">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	This course practices the process of preparing an exhibition and its equipment. Practicing arts management courses to prepare a form of presentation of works and the values of works of art to the public. Develop individual modes of collaborative work, applying skills in teamwork, leadership and self-management. Lectures begin with ideas for exhibition forms and themes, making proposals, making budgets, preparing writing, catalogues, publication materials, preparing and producing exhibitions, with theoretical and practical strategies.
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References	<b>Main :</b> 1. Mikke Susanto. 2014. Menimbang Ruang Menata Rupa. Galang Press. 2. Lucy Steeds. 2014. Exhibition. Whitechapel Gallery. 3. Jens Hoffmann . 2014. Show Time: The 50 Most Influential Exhibitions of Contemporary Art. Thames & Hudson.
	<b>Supporters:</b>

Supporting lecturer	Muhamad Ro'is Abidin, S.Pd., M.Pd.
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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	Students internalize academic values, norms and ethics	Students are able to be disciplined and consistent with the lecture contract		Discussion 3 X 50			0%
2	Students have ethical and aesthetic attitudes, communicative, adaptive and appreciative Students internalize academic values, norms and ethics Students respect cultural diversity, as well as the opinions or findings of other people	Students are able to differentiate between the meaning of goals and objectives. Students are able to determine the goals and objectives of the exhibition they design		Discussion 3 X 50			0%
3	Students appreciate cultural diversity, as well as other people's opinions or findings. Students are able to apply arts management in organizing an art exhibition and its equipment.	Students are able to express their ideas about the exhibition they are designing		Discussion 3 X 50			0%
4	Students are able to apply art management in organizing an art exhibition and its equipment. Students demonstrate a disciplined attitude and are responsible for their work independently. Students have an ethical and aesthetic attitude, communicative, adaptive and appreciative	students are able to solve exhibition cases students are able to determine the approach to the exhibition that will be held		3 X 50 slide show presentation			0%
5	Students are able to apply art management in organizing an art exhibition and its equipment.	Students are able to differentiate between various types of exhibition proposals. Students are able to prepare an outline of an exhibition proposal		Lectures 3 X 50			0%
6	Students are able to apply art management in organizing an art exhibition and its equipment. Students show a disciplined attitude and are responsible for their work independently.	Students are able to prepare financial budgets for exhibitions effectively and efficiently. Students are able to manage finances for joint exhibitions		Lectures 3 X 50			0%

7	Students have an ethical and aesthetic attitude, communicative, adaptive, and appreciative. Students are able to apply art management in organizing an art exhibition and its equipment. Students internalize academic values, norms and ethics.	Students produce joint exhibition proposals		Teamwork Focus Group 3 X 50			0%
8	Students show a disciplined attitude and are responsible for their work independently. Students are able to apply art management in organizing an art exhibition and its equipment	Students are able to compile a timeline of activities and performance targets		Lecture Discussion 3 X 50			0%
9	Students appreciate cultural diversity, as well as other people's opinions or findings. Students are able to communicate thoughts and design results of works of art. Students show a disciplined attitude and are responsible for their work independently.	Students are able to distinguish the characteristics of publication media. Students are able to design publication media for exhibitions		Discussion 3 X 50			0%
10	Students are able to apply art management in organizing an art exhibition and its equipment. Students are able to communicate thoughts and design results of works of art	Students are able to explain the differences between product exhibition catalogs and art exhibition catalogs. Students are able to design fine art exhibition catalogues		Discussion 3 X 50			0%
11	Students are able to communicate thoughts and design results of works of art. Students are able to apply art management in organizing an art exhibition and its equipment	Students are able to present effective publications		Practical 3 X 50			0%
12	Students are able to communicate thoughts and design results of works of art. Students show a disciplined attitude and are responsible for their work independently. Students are able to apply art management in organizing an art exhibition and its equipment.	Students are able to photograph their work well and correctly		Practical 3 X 50			0%

13	Students are able to communicate thoughts and design results of works of art. Students are able to apply art management in organizing an art exhibition and its equipment. Students show a disciplined attitude and are responsible for their work independently.	Students are able to create a good exhibition flow and plan. Students are able to pack and disassemble works according to procedures. Students are able to display works well and procedurally.		Practical 3 X 50			0%
14	Students are able to communicate thoughts and design results of works of art. Students are able to apply art management in organizing an art exhibition and its equipment. Students show a disciplined attitude and are responsible for their work independently.	Students are able to create a good exhibition flow and plan. Students are able to pack and disassemble works according to procedures. Students are able to display works well and procedurally.		Practical 3 X 50			0%
15	Students are able to communicate thoughts and design results of works of art. Students are able to apply art management in organizing an art exhibition and its equipment. Students show a disciplined attitude and are responsible for their work independently. Students have an ethical and aesthetic attitude, communicative, adaptive and appreciative	Students are able to hold joint exhibitions outside campus. Students are able to design ceremonial events and exhibition supporting programs		Practical 3 X 50			0%
16	Students are able to communicate thoughts and design results of works of art. Students are able to apply art management in organizing an art exhibition and its equipment. Students show a disciplined attitude and are responsible for their work independently. Students have an ethical and aesthetic attitude, communicative, adaptive and appreciative	Students are able to hold joint exhibitions outside campus. Students are able to design ceremonial events and exhibition supporting programs		Practical 3 X 50			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.