



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Undergraduate Study Program Drama Arts, Dance and Music**  
**Education**

Document Code

### SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																
Learning Theory	8820902537		T=2 P=0 ECTS=3.18	2	July 17, 2024																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																	
	Dr. Setyo Yanuartuti, M.Si		Dr. Setyo yanuartuti, M.Si	Dr. Welly Suryandoko, S.Pd., M.Pd.																	
<b>Learning model</b>	Case Studies																				
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																				
	Program Objectives (PO)																				
	PLO-PO Matrix																				
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="15"></td> </tr> </table>					P.O														
P.O																					
<b>Short Course Description</b>	Mastery of knowledge of learning theory and arts learning, especially dance drama and music																				
<b>References</b>	<b>Main :</b>																				
	<ol style="list-style-type: none"> <li>1. Bahruddin dan Esa Nur Wahyuni 2007. Teori Belajar dan Pembelajaran . Jogjakarta: Ar-ruzz Media</li> <li>2. Aunurrahman. 2009. Belajar dan Pembelajaran. Bandung: Alfabeta</li> <li>3. Dimiyati dan Mujiono. 2009. Belajar dan Pembelajaran . Jakarta: Rineka Cipta</li> <li>4. Juju Masunah dan Tati Narawati. 2003. Seni dan Pendidikan Seni. Bandung: P4ST UPI</li> <li>5. Tjetjep Rohendi Rohidi. 2016. Pendidikan Seni : Isu dan Paradigma . Semarang. Cipta Prima Nusantara</li> <li>6. Yayah Khisbiyah dan Atiqa Sabardila (ed). 2004. Pendidikan Apresiasi Seni. Surakarta: Pusat Studi Budaya dan Perubahan Sosial.</li> <li>7. Longman, Addison Wesley. 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom 19s Taxonomy of Education Objectives. New York: David McKay Company.Inc</li> </ol>																				
	<b>Supporters:</b>																				
<b>Supporting lecturer</b>	Prof. Dr. Hj. Warih Handayaniingrum, M.Pd.																				
	Dr. Setyo Yanuartuti, M.Si. Dr. Indar Sabri, S.Sn., M.Pd.																				
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>														
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)														

1	Understand the nature, objectives and scope of art learning theory	1. Explain the nature of art learning theory. 2. Outline the aims and scope of art learning theory	<b>Criteria:</b> 1.Score 4 = if all answers are correct and logical 2.Score 3 = if most of the answers are correct and logical 3.Score 2 = if a small portion of the answers are correct and logical 4.score 1 = if none of the answers are correct and illogical  <b>Form of Assessment :</b> Participatory Activities, Tests	Direct learning and questions and answers 3 X 50		2%
2	Understand the nature and concept of learning	1. Analyzing the nature of learning 2. Analyzing the concept of learning.	<b>Criteria:</b> 1.Score 4 = if the results of the discussion are correct and you can present them well 2.Score 3 = if most of the discussion results are correct and can be presented well 3.Score2 = if a small portion of the discussion results are correct and presented quite well 4.score 1 = if the results of the discussion are not correct and the presentation with it is not good  <b>Form of Assessment :</b> Participatory Activities	- Direct learning, discussion and 3 X 50 questions and answers		3%

3	Understand the concept of behaviorism	Analyzing the concept of behaviorist learning	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 = if all discussion topics are done correctly and presented clearly</li> <li>2.Score 3 = if most of it is done correctly and presented clearly</li> <li>3.Score 2 = if a small part is recognized as being done correctly and presented clearly</li> <li>4.Score 1 = if discussion is not carried out and the presentation is not good</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Cooperative learning 3 X 50			5%
4	Understand the concept of cognitivism learning	Analyzing the concept of cognitivism learning	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 = if the task is discussed and carried out correctly and presented clearly</li> <li>2.Score 3 = if part of the task is discussed and carried out correctly and presented clearly</li> <li>3.Score 2 = if a small part of the task is discussed and carried out correctly and the presentation is unclear</li> <li>4.Score 1 = if the task is not discussed and carried out correctly and is presented unclearly</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Cooperative learning 3 X 50			5%

5	Understand the concept of constructivist learning	Analyzing the concept of constructivist learning	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 = if the task is discussed and carried out correctly and presented clearly</li> <li>2.Score 3 = if part of the task is discussed and carried out correctly and presented clearly</li> <li>3.Score 2 = if a small part of the task is discussed and carried out correctly and the presentation is unclear</li> <li>4.Score 1 = if the task is not discussed and carried out correctly and is presented unclearly</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Cooperative learning 3 X 50			5%
6	Understand the concept of humanism learning	Analyzing the concept of humanism learning	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 = if the task is discussed and carried out correctly and presented clearly</li> <li>2.Score 3 = if part of the task is discussed and carried out correctly and presented clearly</li> <li>3.Score 2 = if a small part of the task is discussed and carried out correctly and the presentation is unclear</li> <li>4.Score 1 = if the task is not discussed and carried out correctly and is presented unclearly</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Cooperative learning 3 X 50			5%

7	Understand the concept of learning art	Analyzing Ki Hajar Dewantara's concept of learning art Analyzing the concept of learning art through inheritance	<b>Criteria:</b> 1.Score 4 = if the task is discussed and carried out correctly and presented clearly 2.Score 3 = if part of the task is discussed and carried out correctly and presented clearly 3.Score 2 = if a small part of the task is discussed and carried out correctly and the presentation is unclear 4.Score 1 = if the task is not discussed and carried out correctly and is presented unclearly  <b>Form of Assessment :</b> Portfolio Assessment	Direct learning 3 X 50			5%
8	Understanding theoretical theories. Learning starts from general concepts, understanding, behaviorist theory, cognitive theory and constructivist theory	Analyzing the nature of learning Analyzing the concept of learning according to Islamic views Analyzing behavioristic learning theory Analyzing cognitive learning theory Analyzing constructivist learning theory	<b>Criteria:</b> 1.N = Acquisition score x 100% 2.Maximum Score  <b>Form of Assessment :</b> Test	UTS 3 X 50			20%
9	Understand the concept of learning Multiple Intelligences for art	Analyzing the concept of learning Multiple intelligences for the Arts	<b>Criteria:</b> 1.Score 4 = if the task is discussed and carried out correctly and presented clearly 2.Score 3 = if part of the task is discussed and carried out correctly and presented clearly 3.Score 2 = if a small part of the task is discussed and carried out correctly and the presentation is unclear 4.Score 1 = if the task is not discussed and carried out correctly and is presented unclearly  <b>Form of Assessment :</b> Participatory Activities	Cooperative Learning 3 X 50			2%

10	Applying Behaviorism learning concepts in the Arts	Applying the concept of behaviorist learning in the Arts, Drama, Dance and Music	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 = if the task is discussed and carried out correctly and presented clearly</li> <li>2.Score 3 = if part of the task is discussed and carried out correctly and presented clearly</li> <li>3.Score 2 = if a small part of the task is discussed and carried out correctly and the presentation is unclear</li> <li>4.Score 1 = if the task is not discussed and carried out correctly and is presented unclearly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Problem based learning 3 X 50			5%
11	Applying the concept of cognitivism learning in art	<ol style="list-style-type: none"> <li>1.Applying the concept of cognitivism learning in dramatic arts</li> <li>2.Applying the concept of cognitivism learning in the art of music</li> <li>3.Applying the concept of cognitivism learning in the art of dance</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 = if the task is discussed and carried out correctly and presented clearly</li> <li>2.Score 3 = if part of the task is discussed and carried out correctly and presented clearly</li> <li>3.Score 2 = if a small part of the task is discussed and carried out correctly and the presentation is unclear</li> <li>4.Score 1 = if the task is not discussed and carried out correctly and is presented unclearly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Cooperative learning 3 X 50			2%

12	Applying the concept of constructivist learning in art	Applying constructivist learning concepts in the arts of drama Applying constructivist learning concepts in the art of Music Applying constructivist learning concepts in the art of Dance	<b>Criteria:</b> 1.Score 4 = if the task is discussed and carried out correctly and presented clearly 2.Score 3 = if part of the task is discussed and carried out correctly and presented clearly 3.Score 2 = if a small part of the task is discussed and carried out correctly and the presentation is unclear 4.Score 1 = if the task is not discussed and carried out correctly and is presented unclearly  <b>Form of Assessment :</b> Participatory Activities	Cooperative learning 3 X 50			3%
13	Applying the concept of learning humanism in art	1.Applying the concept of humanism learning in dramatic arts 2.Applying the concept of learning humanism in the art of music 3.Applying the concept of learning humanism in the art of dance	<b>Criteria:</b> 1.Score 4 = if the task is discussed and carried out correctly and presented clearly 2.Score 3 = if part of the task is discussed and carried out correctly and presented clearly 3.Score 2 = if a small part of the task is discussed and carried out correctly and the presentation is unclear 4.Score 1 = if the task is not discussed and carried out correctly and is presented unclearly  <b>Form of Assessment :</b> Participatory Activities	Cooperative learning 3 X 50			2%

14	Analyzing the concept of integrated learning in art	Analyzing learning concepts based on artistic competence	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 = if the task is discussed and carried out correctly and presented clearly</li> <li>2.Score 3 = if part of the task is discussed and carried out correctly and presented clearly</li> <li>3.Score 2 = if a small part of the task is discussed and carried out correctly and the presentation is unclear</li> <li>4.Score 1 = if the task is not discussed and carried out correctly and is presented unclearly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Learning based on 3 X 50 problems			3%
15	Analyzing the concept of integrated learning in art	Analyzing learning concepts based on artistic competence	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 = if the task is discussed and carried out correctly and presented clearly</li> <li>2.Score 3 = if part of the task is discussed and carried out correctly and presented clearly</li> <li>3.Score 2 = if a small part of the task is discussed and carried out correctly and the presentation is unclear</li> <li>4.Score 1 = if the task is not discussed and carried out correctly and is presented unclearly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Learning based on 3 X 50 problems			3%
16	Understand the concept of learning and its application in art learning	<ol style="list-style-type: none"> <li>1.Analyzing learning concepts and their application in art learning</li> <li>2.Criticizing the concept of learning and its application in art learning</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 100 = if all answers are correct</li> <li>2.20 multiple choice tests</li> </ol> <p><b>Form of Assessment :</b> Test</p>	3 X 50 Semester Final Exam			30%



### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	24%
2.	Portfolio Assessment	25%
3.	Test	51%
		100%

### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.