



**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		
Interdisciplinary Studies in Arts Education	8810902018		T=2 P=0 ECTS=4.48	2	July 18, 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 that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	Examining the phenomena of arts education using two or more approaches such as art, psychology, anthropology, social, and the like, and compiling them in scientific articles.						
References	Main :						
	<ol style="list-style-type: none"> 1. Lansing, Kenneth M. 1969. Art, Artist, and Art Education. New York: Mc Graw-Hill Book Company. 2. Miles, H B. dan Heberman A M. 1992. Analisis Data Kualitatif (terj. Tjetjep Rohendi Rohidi). Jakarta: UI Press. 3. Rohidi, Tjetjep Rohendi 2011. Metodologi Penelitian Seni . Semarang: Cipta Prima Nusantara. 4. Ralp A. 1989. The Sense of Art; A Study in Aesthetic Education . New York: Routledge, Champman & Hall. Inc. 5. Sugiyono. 2009. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta. 6. UNESCO. 2006. "Road Map for Arts Education ", The World Conference on Arts Education: Building Creative Capacities for the 21st Century, Lisbon, March 6, 2006. 7. Kaelan.2000. Metodologi Penelitian Interdisipliner : bidang Agama, Filsafat, Seni, Sastra., Yogyakarta: Alfabeta 8. Sudikan, Setya Yuwana. 2015. Pendekatan Interdisipliner dalam kajian Sastra. Atikel dalam Jurnal,, 						
	Supporters:						
Supporting lecturer	Dr. Setyo Yanuartuti, M.Si.						
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)

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

1	Students understand the lecture contract, course descriptions, achievement goals, course design, and a general introduction to the basis for the need for interdisciplinary studies	<ol style="list-style-type: none"> 1. explains the lecture contract for the Interdisciplinary Studies in Arts Education course 2. explains the description and objectives of the lecture for the Interdisciplinary Studies in Arts Education course 3. Shows Semester Lecture Plan 4. Analyze the basic importance of Interdisciplinary Studies 	Criteria: <ol style="list-style-type: none"> 1. Score 4 if the answer is correct and logical according to the concept 2. Score 3 if the answer is mostly correct and logical according to the concept 3. Score 2 if the answer is partially correct and logical according to the concept 4. Score 1 if the answer is incorrect and illogical 	Lectures and Questions and Answers 2 X 50			0%
2	Explaining the Multidisciplinary Study Model	<ol style="list-style-type: none"> 1. Analyzing Interdisciplinary Approaches 2. Analyzing Interdisciplinary Approaches 3. Analyzing Multidisciplinary Approaches 4. Analyzing Crosdisciplinary/Interdisciplinary Approaches 	Criteria: <ol style="list-style-type: none"> 1.5 if the performance results meet the criteria as written in the aspects discussed 2.4 if the performance results meet most of the criteria as written in those discussed 3.3 if the performance results meet half of the written criteria discussed 4.2 if the performance results meet a small portion of the criteria as written in those discussed 5.1 if the idea product does not meet the criteria written in the discussion 	Cooperative Learning Model 2 X 50			0%
3	Explaining the Multidisciplinary Study Model	<ol style="list-style-type: none"> 1. Analyzing Interdisciplinary Approaches 2. Analyzing Interdisciplinary Approaches 3. Analyzing Multidisciplinary Approaches 4. Analyzing Crosdisciplinary/Interdisciplinary Approaches 	Criteria: <ol style="list-style-type: none"> 1.5 if the performance results meet the criteria as written in the aspects discussed 2.4 if the performance results meet most of the criteria as written in those discussed 3.3 if the performance results meet half of the written criteria discussed 4.2 if the performance results meet a small portion of the criteria as written in those discussed 5.1 if the idea product does not meet the criteria written in the discussion 	Cooperative Learning Model 2 X 50			0%

4	Applying an interdisciplinary approach in the study of arts education	<ol style="list-style-type: none"> 1. identify the characteristics of an interdisciplinary approach 2. describe the components of arts education studies 3. applying an interdisciplinary approach in the study of arts education 	Criteria: 1.5 if the performance results meet the criteria as written in the observed aspect column 2.4 if the performance results meet most of the criteria as written in the aspect column 3.3 if the performance results meet half of the criteria written in the aspect column 4.2 if the performance results meet a small portion of the criteria as written in the aspect column 5.1 if the idea product does not meet the criteria written in the aspect column	Problem Based Learning 2 X 50			0%
5	Analyzing the application of an interdisciplinary approach in the study of arts education	<ol style="list-style-type: none"> 1. identify the characteristics of an interdisciplinary approach 2. describe the components of arts education studies 3. applying an interdisciplinary approach in the study of arts education 	Criteria: 1.5 if the performance results meet the criteria as written in the observed aspect column 2.4 if the performance results meet most of the criteria as written in the aspect column 3.3 if the performance results meet half of the criteria written in the aspect column 4.2 if the performance results meet a small portion of the criteria as written in the aspect column 5.1 if the idea product does not meet the criteria written in the aspect column	Problem Based Learning 2 X 50			0%
6	Analyzing the application of a multidisciplinary approach in the study of arts education	<ol style="list-style-type: none"> 1. identify the characteristics of a multidisciplinary approach 2. describe the components of arts education studies 3. applying a multidisciplinary approach in the study of arts education 	Criteria: 1.5 if the performance results meet the criteria as written in the observed aspect column 2.4 if the performance results meet most of the criteria as written in the aspect column 3.3 if the performance results meet half of the criteria written in the aspect column 4.2 if the performance results meet a small portion of the criteria as written in the aspect column 5.1 if the idea product does not meet the criteria written in the aspect column	Problem Based Learning 2 X 50			0%

7	Analyzing the application of a cross-disciplinary approach in the study of arts education	<ol style="list-style-type: none"> 1. identify the characteristics of cross-disciplinary/cross-disciplinary approaches 2. describe the components of arts education studies 3. applying a cross-disciplinary/interdisciplinary approach in the study of arts education 	Criteria: 1.5 if the performance results meet the criteria as written in the observed aspect column 2.4 if the performance results meet most of the criteria as written in the aspect column 3.3 if the performance results meet half of the criteria written in the aspect column 4.2 if the performance results meet a small portion of the criteria as written in the aspect column 5.1 if the idea product does not meet the criteria written in the aspect column	Problem Based Learning 2 X 50			0%
8	Analyzing interdisciplinary approaches in the study of arts education	Analyzing interdisciplinary approaches in the study of arts education	Criteria: 1.5 if the performance results meet the criteria as written in the observed aspect column 2.4 if the performance results meet most of the criteria as written in the aspect column 3.3 if the performance results meet half of the criteria written in the aspect column 4.2 if the performance results meet a small portion of the criteria as written in the aspect column 5.1 if the idea product does not meet the criteria written in the aspect column	Midterm Exam 2 X 50			0%

9	Examining fine arts education using an interdisciplinary or multidisciplinary or interdisciplinary or crossdisciplinary/kintasdisciplinary approach	<ol style="list-style-type: none"> 1. describe phenomena in fine arts education 2. apply an interdisciplinary or multidisciplinary or interdisciplinary or cross-disciplinary/cross-disciplinary approach in discussing the phenomenon of fine arts education 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.5 if the performance results meet the criteria as written in the observed aspects column and are presented clearly and can be accounted for 2.4 if the performance results meet most of the criteria as written in the aspect column and are presented clearly and can be accounted for 3.3 if the performance results meet half the criteria written in the aspect column and are presented clearly and are less accountable 4.2 if the performance results meet a small portion of the criteria as written in the aspect column and are presented less clearly and less accountable 5.1 if the idea product does not meet the criteria written in the aspect column and is presented unclearly and cannot be accounted for 	Problem Based Learning 2 X 50			0%
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10	Examining fine arts education using an interdisciplinary or multidisciplinary or interdisciplinary or crossdisciplinary/kintasdisciplinary approach	<ol style="list-style-type: none"> 1. describe phenomena in fine arts education 2. apply an interdisciplinary or multidisciplinary or interdisciplinary or cross-disciplinary/cross-disciplinary approach in discussing the phenomenon of fine arts education 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.5 if the performance results meet the criteria as written in the observed aspects column and are presented clearly and can be accounted for 2.4 if the performance results meet most of the criteria as written in the aspect column and are presented clearly and can be accounted for 3.3 if the performance results meet half the criteria written in the aspect column and are presented clearly and are less accountable 4.2 if the performance results meet a small portion of the criteria as written in the aspect column and are presented less clearly and less accountable 5.1 if the idea product does not meet the criteria written in the aspect column and is presented unclearly and cannot be accounted for 	Problem Based Learning 2 X 50			0%
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11	Examining dance education using an interdisciplinary or multidisciplinary or interdisciplinary or crossdisciplinary/kintasdisciplinary approach	<ol style="list-style-type: none"> 1. describe phenomena in dance arts education 2. apply an interdisciplinary or multidisciplinary or interdisciplinary or cross-disciplinary/cross-disciplinary approach in discussing the phenomenon of dance education 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.5 if the performance results meet the criteria as written in the observed aspects column and are presented clearly and can be accounted for 2.4 if the performance results meet most of the criteria as written in the aspect column and are presented clearly and can be accounted for 3.3 if the performance results meet half the criteria written in the aspect column and are presented clearly and are less accountable 4.2 if the performance results meet a small portion of the criteria as written in the aspect column and are presented less clearly and less accountable 5.1 if the idea product does not meet the criteria written in the aspect column and is presented unclearly and cannot be accounted for 	Problem Based Learning 2 X 50			0%
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12	Examining dance education using an interdisciplinary or multidisciplinary or interdisciplinary or crossdisciplinary/kintasdisciplinary approach	<ol style="list-style-type: none"> 1. describe phenomena in dance arts education 2. apply an interdisciplinary or multidisciplinary or interdisciplinary or cross-disciplinary/cross-disciplinary approach in discussing the phenomenon of dance education 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.5 if the performance results meet the criteria as written in the observed aspects column and are presented clearly and can be accounted for 2.4 if the performance results meet most of the criteria as written in the aspect column and are presented clearly and can be accounted for 3.3 if the performance results meet half the criteria written in the aspect column and are presented clearly and are less accountable 4.2 if the performance results meet a small portion of the criteria as written in the aspect column and are presented less clearly and less accountable 5.1 if the idea product does not meet the criteria written in the aspect column and is presented unclearly and cannot be accounted for 	Problem Based Learning 2 X 50			0%
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13	Examining musical arts education using an interdisciplinary or multidisciplinary or interdisciplinary or crossdisciplinary/kintasdisciplinary approach	<ol style="list-style-type: none"> 1. describe phenomena in music arts education 2. apply an interdisciplinary or multidisciplinary or interdisciplinary or cross-disciplinary/cross-disciplinary approach in discussing the phenomenon of music arts education 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.5 if the performance results meet the criteria as written in the observed aspects column and are presented clearly and can be accounted for 2.4 if the performance results meet most of the criteria as written in the aspect column and are presented clearly and can be accounted for 3.3 if the performance results meet half the criteria written in the aspect column and are presented clearly and are less accountable 4.2 if the performance results meet a small portion of the criteria as written in the aspect column and are presented less clearly and less accountable 5.1 if the idea product does not meet the criteria written in the aspect column and is presented unclearly and cannot be accounted for 	Problem Based Learning 2 X 50			0%
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14	Examining musical arts education using an interdisciplinary or multidisciplinary or interdisciplinary or crossdisciplinary/kintasdisciplinary approach	<ol style="list-style-type: none"> 1. describe phenomena in music arts education 2. apply an interdisciplinary or multidisciplinary or interdisciplinary or cross-disciplinary/cross-disciplinary approach in discussing the phenomenon of music arts education 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.5 if the performance results meet the criteria as written in the observed aspects column and are presented clearly and can be accounted for 2.4 if the performance results meet most of the criteria as written in the aspect column and are presented clearly and can be accounted for 3.3 if the performance results meet half the criteria written in the aspect column and are presented clearly and are less accountable 4.2 if the performance results meet a small portion of the criteria as written in the aspect column and are presented less clearly and less accountable 5.1 if the idea product does not meet the criteria written in the aspect column and is presented unclearly and cannot be accounted for 	Problem Based Learning 2 X 50			0%
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15	Examining theater arts education using an interdisciplinary or multidisciplinary or interdisciplinary or crossdisciplinary/kintasdisciplinary approach	<ol style="list-style-type: none"> 1. describe phenomena in theater arts education 2. apply an interdisciplinary or multidisciplinary or interdisciplinary or cross-disciplinary/cross-disciplinary approach in discussing the phenomenon of theater arts education 	Criteria: 1.5 if the performance results meet the criteria as written in the observed aspects column and are presented clearly and can be accounted for 2.4 if the performance results meet most of the criteria as written in the aspect column and are presented clearly and can be accounted for 3.3 if the performance results meet half the criteria written in the aspect column and are presented clearly and are less accountable 4.2 if the performance results meet a small portion of the criteria as written in the aspect column and are presented less clearly and less accountable 5.1 if the idea product does not meet the criteria written in the aspect column and is presented unclearly and cannot be accounted for	Problem Based Learning 2 X 50			0%
16	Create scientific papers by applying an interdisciplinary approach in arts education (according to the area of concentration)	Create scientific articles by applying an interdisciplinary approach in arts education (according to the area of concentration)	Criteria: 1.5 if the performance results meet the criteria as written in the aspect column 2.4 if the performance results meet most of the criteria as written in the aspect column 3.3 if the performance results meet half of the criteria written in the aspect column 4.2 if the performance results meet a small portion of the criteria as written in the aspect column 5.1 if the idea product does not meet the criteria written in the aspect column	Final Exam Semester 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.