



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Early Childhood Education Masters Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Creativity and Arts Development	8610702019	Compulsory Study Program Subjects	T=1	P=1	ECTS=4.48	3	August 24, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Sri Setyowati, M.Pd		Dr. Sri Setyowati, M.Pd			Dr. Ruqoyyah Fitri, S.Ag., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO) PLO study program that 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-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
PLO-4	Develop yourself continuously and collaborate.
PLO-8	Implementing quality management and applying various multi-modal learning resources to support early childhood learning in accordance with the spirit of eduPioneers who have the skills, enthusiasm and vision to create positive change in early childhood education at the local, national and international levels. (Special Skills) (profile 2 and 3)

**Program Objectives (PO)**

PO - 1	Students are able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
PO - 2	students are able to demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial
PO - 3	Students are able to develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned.
PO - 4	Students are able to develop themselves sustainably and collaborate.
PO - 5	Students are able to master the concepts of curriculum development, child growth and development, learning theory, creative arts, learning models and strategies as well as early childhood assessment in the management of PAUD, which are analyzed through various digital literacy study and research activities to produce scientific knowledge and innovative practices which upholds human values;

**PLO-PO Matrix**

		P.O	PLO-1	PLO-2	PLO-3	PLO-4	PLO-8
	PO-1						
	PO-2						
	PO-3						
	PO-4						
	PO-5						

**PO Matrix at the end of each learning stage (Sub-PO)**

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		<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-5</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																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						✓	✓	✓	✓								PO-4										✓	✓	✓					PO-5																
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PO-5																																																																																																																																							
<b>Short Course Description</b>	This course aims to provide students with skills in designing arts and creativity education lessons for early childhood. Studies include: The essence of arts education for early childhood, the concept of early childhood creativity, musical creativity, dance creativity, theater creativity, fine arts and crafts creativity (drawing, coloring, cutting, folding, sticking, etc.), movement creativity in Early Childhood, as well as art learning plans for early childhood.																																																																																																																																						
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Isbell, R. T., &amp; Raines, S. C. (2007). Creativity and the Arts with Young Children Second Edition (Second). USA: Delmar Cengage Learning.</li> <li>2. . Elindra Yetti (2019). Pengembangan Kreativitas Seni Anak Usia Dini. Makasar : LPP- Mitra Edukasi.</li> <li>3. Isbell, Rebecca T. Isbell &amp; Raines, S. C. (2007). Creativity and the Arts with Young Children. USA: Delmar Cengage Learning.</li> <li>4. Jaques-dalcroze, T. (n.d.). SKILLS.</li> <li>5. Koster, J. B. (2009). Teaching the Arts to Young Children. USA: Wandsworth Cengage Learning.</li> </ol> <p><b>Supporters:</b></p> <ol style="list-style-type: none"> <li>1. Ismail, A. (2006). Menjadi Cerdas dan Ceria dengan Permainan Edukatif. Yogyakarta: Pilar Media.</li> <li>2. Slavin, R. (2006). Education Psychology. USA: Alin &amp; Bacon. Sternberg, R.J. (2005). Creativity. New York : Cambridge University Press.</li> </ol>																																																																																																																																						
<b>Supporting lecturer</b>	Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si. Dr. Sri Setyowati, 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		1. Students are able to explain the definition of early childhood creativity 2. Students are able to explain the definition of early childhood art	<p><b>Criteria:</b></p> <p>1.3 = students are able to answer and understand the lecturer's questions very well</p> <p>2.2 = students are able to answer and understand the lecturer's questions well</p> <p>3.1 = student is unable to answer and understand questions well</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	offline- Lectures, questions and answers, discussions, assignments, cased method, project based learning. 2x50		<p><b>Material:</b> the essence of creativity and arts education for early childhood.</p> <p><b>Reference:</b> Isbell, RT, &amp; Raines, SC (2007). Creativity and the Arts with Young Children Second Edition (Second). USA: Delmar Cengage Learning.</p>	0%																																																																																																																																

2	<p>1. Students are able to analyze the urgency of arts education for early childhood</p> <p>2. able to explain the urgency of arts education for early childhood</p>		<p><b>Criteria:</b></p> <p>1.3 = students are able to answer and understand the lecturer's questions very well</p> <p>2.2 = students are able to answer and understand the lecturer's questions well</p> <p>3.1 = student is unable to answer and understand questions well</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	offline 2x50			0%
3	Students are able to analyze the principles of early childhood art education		<p><b>Criteria:</b></p> <p>1.3 = students are able to answer and understand the lecturer's questions very well</p> <p>2.2 = students are able to answer and understand the lecturer's questions well</p> <p>3.1 = student is unable to answer and understand questions well</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	offline			0%
4			<p><b>Criteria:</b></p> <p>1.3 = students are able to answer and understand the lecturer's questions very well</p> <p>2.2 = students are able to answer and understand the lecturer's questions well</p> <p>3.1 = student is unable to answer and understand questions well</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	offline 2x50			0%
5			<p><b>Criteria:</b></p> <p>1.3 = students are able to answer and understand the lecturer's questions very well</p> <p>2.2 = students are able to answer and understand the lecturer's questions well</p> <p>3.1 = student is unable to answer and understand questions well</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	offline 2x50			5%

6			<p><b>Criteria:</b></p> <p>1.3 = students are able to answer and understand the lecturer's questions very well</p> <p>2.2 = students are able to answer and understand the lecturer's questions well</p> <p>3.1 = student is unable to answer and understand questions well</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	offline 2x50			0%
7			<p><b>Criteria:</b></p> <p>1.3 = students are able to answer and understand the lecturer's questions very well</p> <p>2.2 = students are able to answer and understand the lecturer's questions well</p> <p>3.1 = student is unable to answer and understand questions well</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	offline 2x50			0%
8			<p><b>Criteria:</b></p> <p>1.3 = students are able to answer and understand the lecturer's questions very well</p> <p>2.2 = students are able to answer and understand the lecturer's questions well</p> <p>3.1 = student is unable to answer and understand questions well</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practice/Performance, Tests</p>	offline 2x50			0%

9	Students are able to practice activities to develop musical creativity in early childhood		<p><b>Criteria:</b></p> <p>1.3 = students are able to practice early childhood musical creativity development activities very well</p> <p>2.2 = students are able to answer and understand the lecturer's questions well</p> <p>3.1= students are unable to answer and understand questions and are unable to practice artistic creativity development activities well</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance</p>	offline 2x50			0%
10			<p><b>Criteria:</b></p> <p>1.3 = students are able to practice activities to develop creativity in early childhood dance movements very well</p> <p>2.2 = students are able to practice activities to develop creativity in early childhood dance movements well</p> <p>3.1 = students are unable to practice activities to develop creativity in early childhood dance movements well</p> <p><b>Form of Assessment :</b> Practical Assessment, Practice/Performance</p>	offline 2x50		<p><b>Material:</b> Developing creativity in dance movements in early childhood. <b>Reference:</b> . <i>Elindra Yetti (2019). Development of Early Childhood Art Creativity. Makasar : LPP- Education Partners.</i></p>	0%
11			<p><b>Criteria:</b></p> <p>1.3 = students are able to practice early childhood theater creativity development activities very well</p> <p>2.2 = students are able to practice early childhood theater creativity development activities well</p> <p>3.1= students are unable to properly practice early childhood theater creativity development activities</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance</p>	offline 2x50		<p><b>Material:</b> Developing theater creativity in early childhood <b>References:</b> <i>Jaques-dalcroze, T. (nd). SKILLS.</i></p>	0%

12			<b>Criteria:</b> 1.3= students are able to practice activities to develop fine arts creativity in early childhood very well 2.2 = students are able to practice fine arts creativity development activities for early childhood well 3.1 = students are unable to properly practice fine arts creativity development activities for early childhood children  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	offline 2x50		<b>Material:</b> Developing creativity in fine arts and crafts in early childhood <b>References:</b>	0%
13							0%
14							0%
15							0%
16							0%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	2.5%
2.	Test	2.5%
		5%

**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.

