

SEMESTER LEARNING PLAN (RPS)

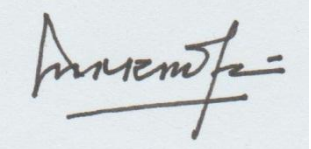
NUSANTARA AND INTERNATIONAL DANCE STUDIES (KS705)



Lecturer:

**Prof. Dr. T. Narawati, M.Hum
NIP. 195212051986112001**

**ARTS EDUCATION STUDY PROGRAM / S2
GRADUATE SCHOOL
INDONESIAN EDUCATION UNIVERSITY
2021**

	SEMESTER LESSON PLAN	Doc. Number: P-146. RPS-SPs-UPI-S2 P. Seni -(KS 705)
		Revision: 02
	NUSANTARA AND INTERNATIONAL DANCE STUDIES	Date: July 1, 2021
		Pages
Prepared by:	Checked by:	Approved by:
 Prof. Dr. T. Narawati, M. Hum 195212051986112001	 Dr. Tri Karyono, M.Sn. NIP.196611071994021001	 Prof. Juju Masunah, Ph.D. 19630517190032001
Lecturer	Curriculum Development Team of the Study Program	Head of Arts Education Study Program

SEMESTER LESSON PLAN

1. Course Identity

Name of Study Program	: Arts Education
Course Title	: Nusantara and International Dance Studies
Course Code	: KS705.
Course Group	: Study Program Elective Expertise Course
Credit value	: 3 Credit hours
Level	: S-2 (Master's)
Semester	: Even
Status (compulsory/elective)	: Elective
Lecturer's name and code	: Prof. Dr. T. Narawati, M.Hum/1002

2. Course Description

This course is an elective expertise course (3 credit hours) that corresponds to the interest and concentration of field of arts expertise. For dance art, it is designed to improve and strengthen students' understanding of the local wisdom of *Nusantara* dance art and framed with studies of

international dance in order to improve students' appreciation of the development of the world's dances. Studies of Nusantara and international dances are conducted in interdisciplinary and multidisciplinary manners in order to define, analyze, compare and draw conclusion about the formal and functional development, changes, and shifts and the factors that have caused the changes. In this study, students will learn to understand the diversity and similarity of ethnic dances as seen from historical, sociological and anthropological perspectives. Inquiry, contextual learning, cooperative learning, and expository strategies are used in this course. Learning evaluation will be conducted through assignments, mid-semester examination, and final examination. Mid-Semester Examination will be conducted in the form of paper and presentation; the Final Examination will be in the form of a journal format article that makes up part of the thesis. Classes will be conducted online through SPOT UPI, Google Meet, Zoom Meeting and WhatsApp.

3. Targeted Study Program Learning Outcomes

- S1 Show scientific, educational, and religious attitude and behavior that contributes to the improvement of the life of the community, the nation, and the country based on academic norms and ethics.
- P1 Master concepts and theories in arts science and arts education based on social context, cultural diversity, economic development, science and technology.
- P2 Master science and technology to develop arts education and arts science.
- KU2 Able to develop and publish logical, critical, systematic, and creative thinking through scientific research, design or art work creation with interdisciplinary or multidisciplinary approach that respects and applies the values of humanity in accordance with one's field of expertise.
- KK.1 Develop science and technology in arts and arts education through interdisciplinary or multidisciplinary research.
- KK.2 Produce innovations in arts and arts education through interdisciplinary and multidisciplinary research.

4. Course Learning Outcomes

- S1.1. Regularly perform religious obligations.
- S1.2. Attend the class on time
- S1.3. Appreciate and cooperate with classmates
- S1.4. Not commit plagiarism.
- S1.5. Appreciate the opinions of others.
- P1.1. Have understanding of the foundational theories of dance studies in arts education.
- P1.2. Have understanding of the concepts of dance studies for Arts Education.
- P2.1. Able to master the foundation of dance studies analysis in arts education.
- P2.2. Able to apply the theoretical concepts of dance studies in Arts Education.
- KU1.1 Have the ICT technical ability for dance studies in Arts Education.

KU1.2 Have ideas how to develop dance studies in Arts Education.

KU1.3 Have the ability to analyze dance studies in arts learning.

KK1.1 Have the ability to use ICT-based applications for dance studies in arts learning.

KK1.2 Have the ability to create ICT-based applications for dance studies in arts learning.

5. Lesson Plan Descriptions

Session 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignments and Evaluation	References
1	Students understand the objective of the course, the coverage of the course, and activities and rules of the course.	Course orientation. Explanation of Semester Lesson Plan Course arrangement Assignment guidelines	Lecturing, problem solving, discussion using SPOT UPI application, Zoom Meeting, Google Meet and WhatsApp application.	150'	Reading concepts and trends of dance studies of the 4.0 Era.	9, 11, 12, 13, 15.
2	Students understand issues and phenomena of dance studies in the sphere of arts education.	Development of performance art in Indonesia from pre-historic time until the Globalization Era. Identification of arts in the community and their areas of distribution.	Direct Instruction, discussion through SPOT UPI application and Zoom Meeting.	150'	Reading issues in dance studies in arts education in 4.0 Era.	8, 13, 15.
3	Students understand and apply theories as tools of analysis in research.	- Arts sociology: artist's perspective according to Howard Becker theory. - Arts sociology: perspective of	Lecturing, <i>problem solving</i> , discussion through Google Meet and WhatsApp application.	150'	Finding references relevant to course study materials	3, 6

Sessi on 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignments and Evaluation	Referen ces
		arts as a social product according to Arnold Hausser theory.				
4	Students understand and able to analyze dance for education.	Ethnochoreology: Dance structure Dance description Categorization of motion Motion analysis Synthesis Conclusion	Cooperative learning, discussions using SPOT UPI application, Zoom Meeting, and WhatsApp application.	150'	Finding references relevant to course study materials	10, 11, 12
5	Students understand and apply theories as tools of analysis in research.	Nusantara Mask Studies : Mask iconography Mask physiognomy	Contextual teaching and learning, discussions through Zoom Meeting, and WhatsApp application.	150'	Finding references relevant to course study materials	11, 18.
6	Students understand and able to apply theories as tools of analysis in research.	Balinese dance and culture studies: Balinese dance genres Functions of dance Roles of dance	Lecturing, problem solving, discussion through SPOT UPI application and Zoom Meeting.	150'	Finding references relevant to course study materials	2, 8, 15, 16.
7	Students understand and able to apply theories as tools of analysis in research.	Islamic dance and culture studies Development and changes of Islamic arts in Central Java Identification of Islamic arts and	Project-based learning, discussion through SPOT UPI application and Zoom Meeting.	150'	Finding references relevant to course study materials	4, 16.

Sessi on 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignments and Evaluation	Referen ces
		their areas of distribution				
8	<i>MID-SEMESTER EXAMINATION</i>					
9	Students understand and able to apply theories as tools of analysis in research.	Richard Sechner theory of Performance Studies Scope performance studies Analysis of performance studies	Cooperative learning, discussion through SPOT UPI application and Zoom Meeting.	150'	Finding references relevant to course study materials	5, 7, 13
10	Students understand and able to apply theories as tools of analysis in research.	Ritual performance vs tourism Characteristics of ritual and tourism performance Development of ritual performance into performance	Contextual learning, discussion through SPOT UPI application and Zoom Meeting.	150'	Finding references relevant to course study materials	7, 8, 16
11	Students understand and able to apply theories as tools of analysis in research.	Art studies influenced by pre-historic culture Identification/cha racteristics Development, changes and factors that cause changes	Lecturing, problem solving, discussion through SPOT UPI application and Zoom Meeting.	150'	Finding references relevant to course study materials	8, 11
12	Students understand and able to apply theories as tools	Antropology of Dance : Symbols and dance styles	Problem solving, discussion through SPOT UPI application and Zoom Meeting.	150'	Finding references relevant to course study materials	14

Sessi on 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignments and Evaluation	Referen ces
	of analysis in research.	Dance morphology Meanings of dance				
13	Students understand the development of international dances.	Classic ballet - History - Characteristics - Figures - Development	<i>Discovery learning</i> , discussions using SPOT UPI application, Zoom Meeting, Google.	150'	Finding references relevant to course study materials	1, 18, 21
14	Students understand the development of international dances.	Neo-classic ballet - History - Characteristics - Figures - Development	Lecturing, problem solving, discussion through SPOT UPI application and Zoom Meeting.	150'	Finding references relevant to course study materials	1, 21, 21
15	Students understand the development of international dances.	Modern dance - History - Characteristics - Figures - Development	Project-based learning, discussion through SPOT UPI application and Zoom Meeting.	150'	Finding references relevant to course study materials	1, 23, 24
16	FINAL EXAMINATION					

6. References

- 1) Long, Richard.A. 1990 *The Black Tradition in American Dance*. New York : Rizzoli International Publications, Inc.
- 2) Bandem, I Made.1995. *Balinese Dance in Transition*. Kuala Lumpur : Oxford University Press.
- 3) Becker, Howard. 1982 *Art Worlds*. London : University of California Press
- 4) Desfina. 1999 "Gusmiati Suid, .Koreografer Sumatera Barat di Era Globalisasi." Tesis untuk mencapai derajat S2 pada Program Pascasarjana, Universitas Gadjah Mada, Yogyakarta.
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- 7) Heine, Geldern, R. Von. 1956 *Conception of State and Kingship in Southeast Asia*. Ithaca New York : Cornel University Southeast Asia Program..

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- 11) Narawati, Tati. *Wajah Tari Sunda dari Masa ke Masa..* (2003). Bandung : P4ST UPI
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- 14) Royce, Anya Peterson. 1980 *The Antthopology of the Dance*. Boomington & London : Indiana University Press.
- 15) Soedarsono, R. M. (2003) *Seni Petunjukan :Dari Perspektif Politik, Sosial, dan Ekonomi* Yogyakarta : Gadjah Mada University Press.
- 16) Soedarsono, R. M. (2002). *Seni pertunjukan Indonesia di era globalisasi [Indonesia performing arts in the era of globalization]*. Yogyakarta: Gadjah Mada University Press.
- 17) ----- ed. (1998). *Indonesia Indah : Tari Tradisional Indonesia*. Jakarta : Yayasan Harapan Kita
- 18) Sorell, Walter, ed. (1996). *The Dance Has Many Faces*. New York & London : Columbia University Press, 1968.
- 19) Suanda, Endo. 1983 "Topeng Cirebon in its Social Context". Tesis untuk meraih derajat Master of Art pada Wesleyan University.
- 20) Jowitt, Deborah. *Time and The Dancing Image*. Berkeley and Los Angeles : University of California Press.
- 21) <http://e-journal.uajy.ac.id/2994/3/2TA12061.pdf> Sejarah dan jenis tari Balet klasik)
- 22) <https://www.dbs.com/id/iwov-resources/pdf/magazines/DBSTreasures5th.pdf> balet neo klasik)
- 23) <http://e-journal.uajy.ac.id/2994/3/2TA12061.pdf> (modern dance, ciri2)
- 24) <https://www.selasar.com/tari-modern/>

7. Assesment and Evaluatiaon Instrument

Mid-Semester Examination: Development of arts from ritual to performance and subsequently as education media is a common phenomenon throughout the Nusantara archipelago. However, the causative factors are divergent. For this reason, you are expected to examine the phenomenon of the development of dance that you know to be used as an educational medium and the reasons for it.

Final Examination: Write an article for an international conference on arts and design education relevant to your thesis.

Assessment format

No	Student's Number	Student's Name	Evaluation Grade				Skor total	means	remarks
			MID-se menter exam	Final semester exam	Assignments & Participation	present			
1									
2									
3									
4									
Etc.									

(Mid) + (2 Final) + (Assigns & participation) + (present) Grade = 4

Ranges of Grade

A = 92 – 100 or 3,76 – 4.00

A- = 86 - 91 or 3,51 – 3.75

B+ = 81 – 85 or 3,25 – 3.50

B = 76 – 80 or 3,00 – 3.24

B- = 71 - 75 or 2,75 – 2.99

C+ = 66 – 70 or 2,25 – 2.74

C = 60 – 65 or 2,00– 2.24

D = 55- 59 or 1.00– 1.99

E = failed (Less than 55) 0

	SEMESTER LESSON PLAN	Document Number: P. 146-RPS-SPs-UPI-S2 P Seni -(KS710)
		Revision: 02
	ART CREATION EDUCATION	Date: 1 July 2021
		Pages
Prepared by:  Dr. Trianti Nugraheni, M.Si. NIP 197303161997022001	Checked by:  Dr. Tri Karyono, M.Sn. NIP.196611071994021001.	Approved by:  Prof. Juju Masunah, Ph.D. NIP 19630517190032001
Lecturer	Curriculum Development Team of the Study Program	Head of Arts Education Study Program

SEMESTER LESSON PLAN

1. Course Identity

Name of Study Program:	Arts Education
Course Title:	Arts Creation Education
Course Code:	KS 710
Course Group:	Study Program Elective Expertise Course
Credit value:	3 Credits
Level:	S-2 (Master's)
Semester:	Odd (3)
Pre-requisite:	None
Status (compulsory/elective):	Elective
Lecturer's name and code:	Dr. Trianti Nugraheni, M.Si. (1927) Dr. Yuliawan Kasmahidayat, M.Si. (1917)

2. Course Description

This course is an elective expertise course of the Arts Education Study Program with 3 credit hours value. This course is designed to enhance students' understanding of art creation both in the formal and non-formal tracks in Indonesia. For this purpose, students will learn to analyze the elements, contents and forms of the existing arts. Students will then learn the principles of art

creation from developing the concepts and ideas, exploring them, and composing them into a work of art. Students will also gain experience in observing, analyzing, discussing, exploring, designing, and practicing art creation. Inquiry, contextual learning, cooperative learning, and expository strategies will be used for this course. Lecturing, discussion, creation and appreciation, and question and answer methods will be used for this course. Learning evaluation will be conducted through assignments, mid-semester examination, and final examination in the form of group art innovation work.

3. Targeted Study Program Learning Outcomes

- S. 1** Show scientific, educational, and religious attitude and behavior that contributes to the improvement of the life of the community, the nation, and the country based on academic norms and ethics.
- P 1** Mastering the theories and concepts of arts education and arts science based on social context, cultural diversity, economic development, and science and technology.
- P 3** Mastering the theories and concepts of art creation and arts education models.
- KU. 1** Able to integrate learning skills and innovation, mastery of information technology, career development, and life skills to become a life long learner.
- KU. 2** Able to develop and publish logical, critical, systematic, and creative thinking through scientific research in arts education, creation of design or art work with interdisciplinary or multidisciplinary approach that respects and applies the values of humanity in accordance with one's field of expertise.
- KK 1** Develop science and technology in arts and arts education through interdisciplinary or multidisciplinary research.
- KK 2** Produce innovations in arts and arts education through interdisciplinary and multidisciplinary research.
- KK 3** Produce tested works of innovation in arts and arts education.

4. Course Learning Outcomes

- S1.1.** Regularly perform religious obligations.
- S1.2.** Attend the class on time
- S1.1.** Appreciate and cooperate with classmates
- S1.2.** Not commit plagiarism.
- S1.3.** Appreciate the opinions of others.
- P1.1.** Have understanding of the basic theories of Arts Creation Education.
- P1.2.** Have understanding of the concepts of Arts Creation for Arts Education.
- P2.1.** Able to master the foundation of Arts Creation in arts education.
- P2.2.** Able to apply basic concepts of Arts Creation.
- KU.1.1** Have the technical ability create arts in Arts Education.

KU.1.2	Have ideas how to develop arts creation in Arts Education.
•	
KK.1.1	Have the ability to analyze the creation of arts in Arts Education.
•	
KK.2.1	Have the ability to use the process and outcome of arts creation in life.
•	
KK.2.2	Have the ability to create models and formula of arts creation for education.
•	Testing models and formulate of arts creation for education.
KK.3.1	
•	

5. Lesson Plan Descriptions

Session	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignments and Evaluation	References
1	Students understand the objectives and procedures of the Arts Creation Education course.	Course orientation. Explanation of Semester Lesson Plan Course arrangement Assignment guidelines	Lecturing and discussion using Zoom Meeting application and or WhatsApp application. Discussing contents sent through SPOT UPI	150 ‘	-	1,2, 4,5
2	Students understand the concept of arts creation.	1 Arts creation in the formal education track. 2 Arts creation in the non-formal education track. 3 Arts creation phenomena in formal and non-formal education tracks.	Lecturing and discussion using Zoom Meeting application and or WhatsApp application.	150’	Observing arts creation phenomena in formal and non-formal education tracks.	3,6, 7,
3	Students understand Arts Creation in formal education track	1). Arts creation for early childhood. 2). Arts creation in Elementary School 3). Arts creation in High School	Case study, cooperative learning and discussion using Zoom Meeting application and WhatsApp application	150’	Group work to find a model of arts creation in a particular level of education	3,6, 7. 10

Sess ion 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignments and Evaluation	Refe renc es
		4). Arts creation in University 5). Arts creation in Arts Vocational School 6). Arts creation in Special School				
4	Students understand Arts Creation in non-formal education track	1). Arts creation in the community - 2). Arts creation in various events in the community	Case study, problem solving and discussion using Zoom Meeting application and WhatsApp application	150'	Group work to find a model of arts creation in the community and various events in the community.	3,6, 7, 8,9
5	Students are able to study arts creation phenomena in formal education track.	1). Study of arts creation at Early Childhood and Elementary School levels. 2). Study of arts creation in High School. 3). Study of arts creation in University 4). Study of arts creation in vocational or special schools.	Case study, problem solving and discussion using SPOT UPI application or Zoom Meeting and WhatsApp application.	150'	Individual work to study art works of a particular level of education in the perspective of child education.	3,6, 7,10
6	Students are able to study arts creation phenomena in non-formal education track.	1). Study of arts creation in a particular community 2). Study of arts creation in a particular event	Case study, problem solving, discussion using SPOT UPI application or Zoom Meeting and WhatsApp application.	150'	Individual work to study art works in a particular event in the perspective of education.	3.6, 7, 8, 9, 10
7	Students are able to design arts creation in	1). Designing arts creation in formal education track	Project-based learning using Zoom Meeting	150'	Making design for arts creation	3.6, 7,

Sess ion 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignments and Evaluation	Refe renc es
	formal and non-formal education tracks.	2). Designing arts creation in the community.	application and or WhatsApp application.			8.9, 10
8	MID-SEMESTER EXAMINATION					
9	Students are able to apply design of arts creation in formal education track for elementary school children.	Design of arts creation made by university students for elementary school children	Project based learning; discovery and inquiry	150'	Implementation of creation design to elementary school children	3,6, 7, 10
10	Students are able to apply design of arts creation in formal education track for high school children.	Design of arts creation made by university students for high school students	Project based learning; discovery and inquiry	150'	Implementation of creation design to high school students	3,6, 7, 10
11	Students are able to apply design of arts creation in formal education track for art vocational high school students.	Design of arts creation made by university students for art vocational high school students	Project based learning; discovery and inquiry	150 minutes	Implementation of creation design to art vocational high school students	3,6, 7, 8,9, 10
12	Students are able to apply arts creation design on events in the community that have educational values.	Design of art creation made by university students for events in the community that have educational values.	Project based learning, discovery and inquiry	150'	Implementaion of arts creation design on events in the community that have educational values.	3,6, 7, 8,9

Sess ion 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignments and Evaluation	Refe renc es
13	Students are able to take responsibility for the application of design of arts creation to elementary school children.	The result of art creation design application and art work to elementary school children.	Diskusi dan presentasi tentang proses implementasi dan hasil karya seni anak sekolah dasar	150'	Video	Stud ent writ ing and wor ks
14	Students are able to take responsibility for the application of design of arts creation to high school students.	The outcome of the application of design of arts creation made by university students for high school students	Discussion and presentation about the implementation process and art work for students of high schools	150'	Video	Stud ents , writ ing and wor ks
15	Students are able to take responsibility for the application of design of arts creation for various events in the community..	The outcome of art creation application and art works for events in the community.	Discussion and presentation about the implementation process and art work for students of high schools	150'	Video	Stud ents , writ ing and wor ks
16	FINAL EXAMINATION					

6. References

1. Masunah, J., & Narawati, T. (2003). *Seni dan Pendidikan Seni* [Arts and arts education]. Bandung: P4ST UPI.
2. Tilaar, H.A.R. (2000). *Paradigma Baru Pendidikan Nasional*. Jakarta:PT Rineka Cipta
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10. Gilbert, A.G. (2002). Creative Dance for All Ages: A Conceptual Approach. Reston VA: National dance Association.

7. Assessment
Assesment format

No	Student's Number	Student's Name	Evaluation Grade				Skor total	means	rem arks
			<i>MID-se menter exam</i>	<i>Fina l sem este r exa m</i>	<i>Assignment s & Participatio n</i>	<i>pres ent</i>			
1									
2									
3									
4									
Etc									

(Mid) + (2 Final)+ (Assigns & participation) + (present) Grade = _____ 4

Ranges of Grade

- A = 92 – 100 or 3,76 – 4.00
- C- = 86 - 91 or 3,51 – 3.75
- B+ = 81 – 85 or 3,25 – 3.50
- B = 76 – 80 or 3,00 – 3.24
- D- = 71 - 75 or 2,75 – 2.99
- C+ = 66 – 70 or 2,25 – 2.74
- C = 60 – 65 or 2,00– 2.24
- D = 55- 59 or 1.00– 1.99
- E = failed (Less than 55) 0

	SEMESTER LESSON PLAN	Doc. Number: 146-RPS-SPs-UPI-S2 P. Seni-(KS702)
	ARTS EDUCATION RESEARCH SEMINAR	Revision: 02
		Date: 1 July 2021 Pages:
Prepared by:  Prof. Juju Masunah, M. Hum. Ph.D NIP 196305171990032001	Checked by:  Dr. Tri Karyono, M.Sn. NIP.196611071994021001.	Approved by:  Prof. Juju Masunah, M. Hum. Ph.D. NIP 196305171990032001
Lecturer	Curriculum Development Team of the Study Program	Head of Arts Education Study Program

SEMESTER LESSON PLAN

1. Course Identity

Name of Study Program: Arts Education

Course Title : Arts Education Research Seminar

Course Code : KS702.

Course Group : Study Program Core Expertise Course

Credit value : 3 Credit hours

Level : S2 (Master).

Semester : Even

Pre-requisite : None

Status (compulsory/elective): Compulsory

Lecturer's name and code : Prof. Juju Masunah, M. Hum. Ph.D/1380

Dr. Yuliawan Kasmahidayat, M.Si/1781

2. Course Description

Arts Education Research Seminar is a core expertise course of the Study Program which aims at providing the students with the experience, knowledge, and skills to review, write, discuss, and present scientific papers and arts education research plan. To achieve the objective, students will review the course's topics and the current issues in arts and arts education, review research articles, write scientific

papers, and write research plan for thesis. Students will then present arts education article/paper and research plan in the class independently, responsibly, and by upholding scientific values and ethics and academic norms. Study case and project-based learning approaches are used for the course. Evaluation is based on process and results of Mid-Semester Examination, Final Examination, and structured assignments.

3. Targeted Study Program Learning Achievement

- S1 Show scientific, educational, and religious attitude and behavior that contributes to the improvement of the life of the community, the nation, and the country based on academic norms and ethics.
- P1 Mastering concepts and theories in arts science and arts education based on social context, cultural diversity, economic development, science and technology.
- P2 Master science and technology to develop arts education and arts science.
- KU2 Able to develop and publish logical, critical, systematic, and creative thinking through scientific research, design or art work creation with interdisciplinary or multidisciplinary approach that respects and applies the values of humanity in accordance with one's field of expertise.
- KK.1 Develop science and technology in arts and arts through interdisciplinary or multidisciplinary research.
- K.2 Produce innovations in arts education through interdisciplinary or multidisciplinary research.

4. Course Learning Outcome

- S1.1 Respect cultural, view point, religious, and faith diversity, and other people's opinions and original findings.
- S1.2 Abide by the law and exercise discipline in community life and as a citizen.
- S1.3 Internalize academic values, norms, and ethics.
- P1 1 Able to formulate topics and issues in arts education research relevant to theoretical, policy, and social significance.
- P1 2 Able to analyze theories and concepts in arts education and arts science in accordance with the arts education science field of study.
- P2 1 Able to formulate scientific conception of arts education science and arts science in papers and interdisciplinary or multidisciplinary research plans;
- P2.2 Able to formulate scientific ideas, thoughts, and arguments responsibly based on academic values, norms, and ethics in papers and interdisciplinary or multidisciplinary research plans.
- KU2.1 Able to develop arts education research plan through interdisciplinary or multidisciplinary research approach.
- KU2.2. Able to to publish logical, critical, systematic, and creative thinking based on academic principles, procedures, and ethics.
- KK1 1 Able to develop science and technology in arts and arts education through interdisciplinary or multidisciplinary research.
- KK1 2 Able to implement science and technology in arts and arts education in interdisciplinary or multidisciplinary research.

KK2 1.	Produce innovations in arts education written in papers and presented in an arts education research seminar.
KK2 2	Produce innovations in arts education written in an arts education research proposal and presented in an arts education research seminar.

5. Lesson Plan Descriptions

Ses sion n 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignments and Evaluation	Referen ces
1	Students respect cultural, view point, religious, and faith diversity, and other people's opinions and original findings., Students are able to formulate topics and issues in arts education research relevant to theoretical, policy, and social significance.	Arts Education and Arts Science Research Seminar Course Content Current issues in arts education research at national and international levels	Lecturing, Discussion and Question and Answer, Reflection. SPOT UPI and Zoom Meeting	150'	Identifying and defining arts education issues	05, 14
2	Students understand the theories and concepts used in scientific papers produced from Arts Education research. Students are able to develop scientific conceptions of arts education produced from inter-/multidisciplinary research;	Guidelines for the writing of scientific papers produced from research; Scientific papers produced from arts education research	Lecture and discussion on a scientific paper produced from arts education research Using Zoom and SPOT-UPI	150'	Identifying 3 scientific papers produced from arts education research	7, 15, 16
3	Students are able to analyze scientific papers produced from arts education research. Students are able to develop scientific ideas, thoughts, and arguments responsibly based on academic	1. Three arts education research articles from accredited journals. 2. How to write Bibliography Annotations	Discussion and project-based learning through Zoom Meeting	150''	Prepare a bibliography annotation from 3 arts education research articles	Jurnal Harmoni a; Jurnal Cakrawa la Pendidik an; & other relevant journals

	values, norms, and ethics.					
4	Students are able to analyze scientific papers produced from arts research. Students are able to develop scientific ideas, thoughts, and arguments responsibly based on academic values, norms, and ethics.	1. Three arts research articles from accredited journals. 2. How to write Bibliography Annotations	Discussion and project-based learning through Zoom Meeting. and SPOT UPI	150'	Prepare a bibliography annotation from 3 research articles on arts.	16 Jurnal Panggun g & Jurnal Mudra & other relevant journals
5	Students are able to develop scientific ideas, thoughts, and arguments responsibly based on academic values, norms, and ethics in a research paper abstract.	1. Identifying the topic of a scientific paper writing; 2. Writing the abstract of a scientific paper	Discussion and project-based learning through Zoom Meeting. and SPOT UPI	150'	Preparing the abstract of a research paper.	7
6	Students are able to develop scientific ideas, thoughts, and arguments responsibly based on academic values, norms, and ethics in a research;	Writing a scientific paper/research paper	<i>Project-based learning</i>	150'	Preparing a research paper draft	Student paper
7	Students are able to publish logical, critical, systematic, and creative thinking based on academic principles, procedures, and ethics	Research paper	<i>Project-based learning</i>	150'	Preparing a research paper draft Submitting an abstract to a seminar	Student paper
8	MID-SEMESTER EXAMINATION					
9	Students are able to formulate topics and issues in arts education research relevant to theoretical, policy, and social significance.	Structure of arts education research proposal Background and formulation research problems	Lecturing and problem solving and discussion through Zoom Meeting and SPOT UPI	150'	Developing/reviewing the Introduction part of thesis Research Proposal	16, 03
10	Students are able to formulate scientific conception of arts education science and arts science in an interdisciplinary or	The use of theories and concepts in research; Preliminary research; Scientific framework/conception	Lecturing and problem solving and discussion through Zoom Meeting and SPOT UPI	150'	Developing or reviewing Literature Review/Theoretical Foundation sections of the research proposal	1, 2

	multidisciplinary research plan;					
11	Students are able to develop arts education research plan through interdisciplinary or multidisciplinary research approach.	The use of research paradigm, approach, and method	Lecturing and problem solving and discussion through Zoom Meeting and SPOT UPI	150'	Developing or reviewing the Research Method section of the proposal	08, 09, 03, 11, 02
12-13	Students are able to implement science and technology in arts and arts education in interdisciplinary or multidisciplinary research. Produce innovations in arts education written in an arts education research proposal and presented in an arts education research seminar.	Arts Education Research Proposal Seminar	<i>Project-based learning and cooperative learning</i> Presenting and discussing arts education research plan;	2x150'.	Preparing PPT and performance	Student paper
14-15	Students are able to implement science and technology in arts and arts education in interdisciplinary or multidisciplinary research. Produce innovations in arts education written in an arts education research proposal and presented in an arts education research seminar.	Arts Research Proposal Seminar for Education	<i>Project-based learning and cooperative learning</i> Presenting and discussing arts research plan for arts education;	2x150'.	Preparing PPT and performance	Student paper
16	FINAL EXAMINATION, submission of thesis research proposal					

6. References

- 1) Alwasilah, A. Chaedar. (2002). *Pokoknya kualitatif*. Bandung: PT Kiblat Buku Utama.
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- 3) Marshall, C. and Rossman, G.B. (2006). *Designing Qualitative Research*. Thousand Oaks: Sage Publication.
- 4) Masunah, J. & Kuniawati, L (2018). Implementation of Arts Education in Society through Thematic Community Service Program. *Harmonia:Journal of Arts Research & Education*, 18 (2) pp. 131-142
- 5) Masunah, J. & T. Narawati. (2012). *Seni dan Pendidikan Seni Bandung: P4ST UPI*.
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- 11) Yulawan K. (2010). *Agama dalam Transformasi Budaya Nusantara*. Bandung
- 12) Yulawan K. Dan Yadi Mulyadi (eds.).2010. *Pemikiran-Pemikiran Inovatif dalam Kajian Bahasa, Sastra, Seni dan Pembelajarannya*.
- 13) Perpres N0 38 Tahun 2018
- 14) Pedoman Penulisan Karya Ilmiah UPI (2019);
- 15) Perpu No 17 Tahun 2010 tentang plagiarism;

7. Assessment

Assignment (a), Mid-Semester Examination test item (b). Final Examination item (c)

- a. Prepare a Bibliography Annotation from an arts education and arts research article;
- b. Prepare a paper from preliminary research on arts education or arts science for education;
- c. Prepare an arts education research proposal for thesis.

8. Assessment format

No	Student's Number	Student's Name	Evaluation Grade				Skor total	means	remarks
			MID-se menter exam	Final semester exam	Assignments & Participation	present			
1									
2									
3									
4									
Etc.									

(Mid) + (2 Final) + (Assigns & participation) + (present) Grade = _____ 4
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Ranges of Grade

- A = 92 – 100 or 3,76 – 4.00
- E- = 86 - 91 or 3,51 – 3.75
- B+ = 81 – 85 or 3,25 – 3.50
- B = 76 – 80 or 3,00 – 3.24
- F- = 71 - 75 or 2,75 – 2.99
- C+ = 66 – 70 or 2,25 – 2.74
- C = 60 – 65 or 2,00– 2.24
- D = 55- 59 or 1.00– 1.99
- E = failed (Less than 55) 0

