



KREATIVITAS DASAR TEATER



FACULTY OF LANGUAGES AND
STATE UNIVERSITY SURABAYA

**ASSESSMENT WORKLOADS
KREATIVITAS DASAR TEATER**

Academic Year 2018/2019

Coordinator:

Arif Hidajad, S.Sn., M.Pd

Team:

Arif Hidajad, S.Sn., M.Pd

**SENDRATASIK EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS STATE
UNIVERSITY OF SURABAYA**

A. Lesson Plan and Course Assessment

	Surabaya State University Faculty of Languages and Arts Sendratasik Education Study Program				Code Documents
SEMESTER LEARNING PLAN					
Course	Course Code	Credits (SKS)	Semester/Academic Year	Drafting Date	
Theater Basic Creativity		2	2/2018/2019	26- 09-2018	
RPS Developers		Coordinator		Head of Study Program	
<u>WiseHidajad, S.Sn., M.Pd</u>		Arif Hidajad, S.Sn., M.Pd		Dr. Anik Juwariyah, M.Sc.	
Achievements Learning (CP)	PLO				
	PLO-1	Responsibility and discipline in making decisions in groups or independently			
	PLO-4	Mastering and applying knowledge of drama, dance, and music based on their knowledge of study			
	PLO-8	Skilled in making the right decisions based on information and data analysis in providing instructions and choosing various alternative solutions independently and in groups.			
	Course Learning Outcome (CLO)				
	CLO-1	Able to master the theory of theater training at school			

	CLO-2	
		Able to master the knowledge of student characteristics at school
	CLO-3	Able to practice theatrical training system in schools
	CLO-4	Able to practice school theater training with respective concentrations in drama, dance and music
Course Descriptions	Learning and studying the principles, concepts and techniques of teaching Theater in schools includes curriculum, management and development for formal and non-formal education	
Learning Materials / Topics	1. Theater Basic Creativity Knowledge 2. Theater Basic Creativity Learning 3. Theater Curriculum 4. Directing training system 5. Acting training system 6. performance training in Theater Basic Creativity 7. Drama show	

References	Primary: 1) Autar Abdillah, 2008, Dramaturgi II, Surabaya: Unesa Press 2) N. Riantiarno, 2003, Menyentuh Teater, Tanya Jawab Seputar Teater Kita, Jakarta: MU: 3 Books 3) Herbert Read, 1970, Education through Art, London: Faber and Faber Limited 4) Peraturan Menteri Pendidikan Nasional RI Nomor 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah 5) Putu Wijaya, 2007, Teater, Buku Pelajaran Seni Budaya, Jakarta: LPSN 6) Yahya Ganda., 1990, Pendidikan Seni Teater, Buku Guru Sekolah Menengah Pertama, Jakarta: Departemen Pendidikan dan Kebudayaan
	Supplementary: 6) Yapi Tambayong., 2000, Seni Akting, catatan-catatan Dasar Seni Kreatif Seorang Aktor, Bandung: PT. Remaja Rosdakarya 7) Jaeni, 2019, Teater Sebagai Media Komunikasi Pendidikan, Jawa Barat : Program Studi Teater, Fakultas Seni Pertunjukan, Institut Seni Budaya Indonesia, Bandung
Lecture(s)	Arif Hidajad, S.Sn., M.Sc
Prerequisite	

Week-	Final ability of each learning stage (Sub-CPMK)	Indicator	Assessment form	Methods/Models Learning (Estimated time)		Learning materials (References)	Rating Weight (%)
				offline	online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to master the basic knowledge of theater creativity in formal and non-formal institutions	Explaining the basic creativity knowledge of theater in formal and non-formal institutions	Qualitative (Non-test)		Discussion, ask answer and presentation (100 minutes)	Understanding of traditional theatre	5
2	Able to identify the needs of students in formal and non-formal institutions in the basic conception of theater creativity	Identify the needs of students in formal and non-formal institutions in the basic conception of theater creativity	Qualitative (Non-test)		Discussion, ask answer and presentation (100 minutes)	Traditional Theater Functions.	5
3	Able to identify learning	Describes the theater's basic creativity curriculum	Qualitative (Non-test)		Discussion, ask answer and presentation (100 minutes)	development of the Traditional Theatre	5
4	Explaining the Theater Basic Creativity curriculum	Mastering the Development of Theater Basic Creativity theater training in formal and non-formal institutions	Qualitative (Non-test)		Discussion, ask answer and presentation (100 minutes)	Dul Muluk Traditional Theatre	5
5-6	Able to Master the Development of educational theater acting training in formal and non-formal institutions	Grouping theatre Riau traditional	Qualitative (Non-test)		Project Based Learning and Practice (100 minutes)	Noble Theatre	5

B. Course Evaluation and Development

1. Calculation of Student Workload

Credit Units (CU)	ECTS	Meeting Hours	structured Assignments	Independent Study
2 cu	3.18	2100 minutes	2520 minutes	2520 minutes

2. Learning Program Outcome(PLO)

PLO 1Responsibility and discipline in making decisions in groups or independently

PLO 4Mastering and applying knowledge of drama, dance, and music based on their knowledge of study

PLO 8Skilled in making the right decisions based on information and data analysis in providing instructions and choosing various alternative solutions independently and in groups.

3. Course Learning Outcomes

CLOS 1Able to master the theory of theater training at school

CLOS 2Able to master the knowledge of student characteristics at school

CLOS 3Able to practice theatrical training system in schools

CLOS 4Able to practice school theater training with respective concentrations in drama, dance and music

ASSESSMENT OF PROGRAM LEARNING OUTCOMES (PLO)

COURSE: Creativity

Theater Basics

CREDIT:2

STUDYPROGRAM: Drama, Dance, and Music Education

PERIOD:2019/2020(2)

CLASS:2018A

PARTICIPANTS:5

LEARNING OUTCOMES PROGRAM

PLO 1Responsibility and discipline in making decisions in groups or independently

COURSE LEARNING OUTCOMES

CLOS 1Able to master the theory of theater training at school

CLOS 2Able to master the knowledge of student characteristics at school

CLOS 3Able to practice the acting training system in schools

CLOS 4Able to practice school theater training with individual concentrations in drama, dance or music

CLO-PLO CORRELATIONS

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	V			V			V					
CLO2	V			V			V					
CLO3	V			V			V					
CLO4	V			V			V					

PLAN ASSESSMENT

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO	Assignment			Assignment			Assignment					

1	t, Mid-sem ester test, Final semesterte st			t, Mid-sem ester test, Final semesterte st			t, Mid-semes ter test, Final semesterte st					
CLO S 2	Assignment t, Mid-sem ester test, Final semester test			Assignment t, Mid-sem ester test, Final semester test			Assignment t, Mid-semes ter test, Final semester test					
CLO S 3	Assignmen tt, Mid- semester test, Final semester test			Assignmen tt, Mid- semester test, Final semester test			Assignmen tt, Mid- semester test, Final semester test					
CLO S 4	Assignmen tt, Mid-semes ter test, Final semester test			Assignmen tt, Mid-semes ter test, Final semester test			Assignmen tt, Mid-semes ter test, Final semester test					

STUDENTS' PERFORMANCE

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
Excellent	100%			100%			100%					0%
good	0%			0%			0%					0%
Satisfy	0%			0%			0%					0%
File	0%			0%			0%					0%

