

SEMESTER LEARNING PLAN (RPS)

ARTSEDU DEVELOPMENT OF LEARNING MODELS STUDIES (KS711)



Lecturer:

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

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SEMESTER LESSON PLAN

1. Course Identity

Name of Study Program Arts Education

Course Title : Development of Art Learning Models

Course Code KS 711

Course Group Study Program Elective Expertise Course

Credit value : 3

Level S2 (Master's)

Semester 1

Prerequisite -

Status (compulsory/elective): Compulsory

Lecturer's name and code : Dr. Trianti Nugraheni, M.Si.

Dr. Uus Karwati, M.Sn.

2. Course Description

This course is designed to explore students' understanding of dance education learning media, both in formal and non-formal tracks in Indonesia today, and in the future to be used as a basis for thinking in supporting the

achievement of art education learning goals in society. In this context, students will learn to understand the diversity and differences of students, special conditions according to the levels and types of education, learning approaches, and the academic competence of teachers and students. Students will also gain experience in observing, analyzing, discussing, exploring, designing, and practicing dance art learning media. Inquiry, contextual learning, cooperative learning, and expository strategies will be used for this course. Case method and Project based learning (PBL) will be used in the learning process. Learning evaluation will be conducted through assignments, mid-semester examination, and final examination.

3. Study Program Learning Achievement

S. 1	Be devoted to God Almighty and be able to show religious attitudes and uphold the values of humanity in carrying out their tasks based on religion, morals and academic ethics.
S. 3	Contribute to the improvement of the life of the community, the nation, and the country, and the advancement of civilization based on <i>Pancasila</i> . Participate as citizens who are proud and who love their homeland, have a sense of nationalism and responsibility to the nation and state. Respect cultural, view point, religious, and faith diversity, and other people's opinions and original findings.,
P 1	Art disciplines and art education that conforms with the background culture, in accordance with philosophical, psychological, social studies, and the development of science and technology as well as the values contained in art education, and in accordance with the skills of the XXI century, industrial revolution 4.0 and society 5.0.
P 2	Conceptual knowledge and research application relevant to arts science, arts education, and entrepreneurship in arts education, arts exhibition, arts performance, and information technology.
KU. 1	Able to develop logical, critical, systematic, and creative thinking in applying technology or arts relevant to one's field of expertise to produce prototypes, design works, art works, and technological innovations that have added values, compose scientific conceptions of one's work in accordance with scientific principles, procedures, and ethics in the form of a thesis and publish articles in accredited scientific or expertise journals.
KU. 2	Able to conduct an academic validation or review relevant to one's expertise in solving problems in the community or relevant industry through knowledge and expertise development, and able to manage, develop and improve the quality of cooperation in one's

	own institution or with other institutions, by prioritizing the quality of the outcome and timeliness of work completion.
K 1	Have the competence to implement, create, and innovate in field of arts science appropriate to the cultural background; in arts education relevant to philosophical, psychological, and social studies and development of science and technology, and the values contained in arts education; in research relevant to arts science and arts education disciplines that are compatible with skills of the 21st century, industrial revolution 4.0, and society 5.0. And in entrepreneurship in arts education, art exhibition, art performance, and other art industries through digitalization of the arts and information technology.
K 2	Have the competence in developing the latest science and technology through accountable research, as well as inter/multi-disciplinary research innovation in the field of art education.

4. Referred Arts Education Study Program Course Learning Achievement

S1.1	Regularly perform religious obligations
S1.2	Attend the class on time
S3.1	Appreciate and cooperate with classmates
S3.2	Not commit plagiarism.
S3.3	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.
K1.1	Have the technical ability create arts in Arts Education.
K1.2	Have ideas how to develop arts creation in Arts Education.
K1.3	Have the ability to analyze the creation of arts in Arts Education.
K2.1	Have the ability to use the process and outcome of arts creation in life.
K2.2	Have the ability to create models and formula of arts creation for education.

5. Lesson Plan Descriptions

Session 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignment s and Evaluation	Referenc es
1	Students understand the objectives and procedures of the Arts Education Model Development course.	1. Course orientation - Explanation of Semester Lesson Plan - Course arrangement 2. Assignment guidelines	Lecturing, problem solving, discussion using SPOT UPI application or Zoom Meeting and WhatsApp application.	150	-	1.2, 4.5
2	Students understand the various problems of arts learning models.	- Types of arts education models in formal education track at kindergarten, elementary school, junior high school, senior high school and	Lecturing, problem solving, discussion using Zoom Meeting, and WhatsApp application.	150	Give assignments to students to observe learning model application practice both in formal and non-formal education tracks.	3.6, 7

Session 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignment s and Evaluation	Referenc es
		university levels. - arts education models in non-formal education track in the community . -				
3	Students understand arts education models in formal education track.	1). Mask Learning Model 2). Discussion on Balinese Dance Learning Model 3). Discussion on <i>Tari Piring</i> (Soucer Dance) Learning Model	Lecturing, problem solving, discussion using Zoom Meeting, and WhatsApp application.	150	-	3.6, 7
4	Students understand arts education models (integrated across fields)	0. 1). Dance and music learning models	Lecturing, discussion using Zoom Meeting	150	-	3.6, 7

Session 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignment s and Evaluation	Referenc es
		2). Dance and fine arts learning models 3). Dance learning models for therapy	application, case study			
5	Students understand the application of arts education models in formal education track.	1). Application of arts learning models at kindergarten 2). Application of arts learning models at elementary school 3). Application of arts learning models at junior high school 4). Application of arts learning models at	Team-based learning	150	-	3.6, 7

Session 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignment s and Evaluation	Referenc es
		senior high school 5). Application of arts learning models at university				
6	Students understand the application of arts education models in non-formal education track.	1). Application of arts learning models in the community). Application of arts learning models in arts studio	Team-based learning	150		3.6, 7
7	Students are able to design an art learning model for formal and non-formal tracks.	- Designing arts learning models for kindergarten designing arts learning models for elementary school designing arts learning	Project-based learning	150	Designing dance learning model	3.6, 7

Session 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignment s and Evaluation	Referenc es
		models for junior high school - Designing arts learning models for senior high school - Designing arts learning models for university - Designing arts learning models for the community - Designing arts learning models for arts studio				
8	MID-SEMESTER EXAMINATION					
9- 12	Students are able to apply art learning models in formal and non-formal education tracks.	Student-made art learning model for formal and non-formal education tracks.	Project-Based learning	3x150'.	Making Lesson Plan	3.6, 7

Session 1	Course Learning Achievement Indicators	Course Content	Learning Mode	Time	Assignment s and Evaluation	Referenc es
13-14	Students are able to take responsibility for the application of art learning models in formal and non-formal education tracks.	Application of student-made art learning models in the formal and non-formal education tracks	Problem solving, discussion using Zoom Meeting, Google Meet and WhatsApp application.	2x150’.	Learning design application practice	1.3, 4.6, 7
15	Students are able to take responsibility for the application of art learning models in formal and non-formal education tracks.	Outcome of student-made learning model application	Problem solving, discussion using Zoom Meeting application	150	Making Leaning Video	1.3, 4.6, 7
16	FINAL EXAMINATION					

6. References

- 1) Kassing, G. & Jay. D. (2003). *Dance Teaching Methods and Curriculum Design: Comprehensive K-12 Dance Education*. Illinois: Human Kinetics
- 2) H.A.R. Tilaar. (1999). *Pendidikan, Kebudayaan, dan Masyarakat Madani Indonesia: Strategi Reformasi Pendidikan Nasional*. Bandung: PT Remaja Rosdakarya Offset
- 3) H.A.R. Tilaar (2000). *Paradigma Baru Pendidikan Nasional*. Jakarta:PT Rineka Cipta
- 4) Hamzah B. Uno. (2007). *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*. Jakarta: Bumi Aksara
- 5) Masunah, J., & Narawati, T. (2003). *Seni dan pendidikan seni* [Arts and arts education]. Bandung: P4ST UPI.

- 6) Mulyasa. (2008). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT Remaja Rosdakarya
- 7) Masnur Muslich. (2008). *KTSP Pembelajaran berbasis Kompetensi dan Kontekstual*. Jakarta: Bumi Aksara
- 8) Nasution, S. (1995). *Sejarah pendidikan Indonesia* (Edisi kedua) [A history of Indonesian education (2nd ed.)]. Jakarta: Bumi Aksara
- 9) Sindhunata, Eds. (2000). *Menggagas Paradigma Baru Pendidikan*. Jogjakarta: Kanisius.
- 10) Soedarsono, R. M. (2002). *Seni pertunjukan Indonesia di era globalisasi* [Indonesia performing arts in the era of globalization]. Yogyakarta: Gadjah Mada University Press.
- 11) Suyanto & Djihad Hisyam (2000). *Refleksi dan Reformasi Pendidikan di Indonesia Memasuki Milenium III*. Yogyakarta: Adicita Karya Putra.

7. Assessment format

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

Grade = _____

(Mid) + (2 Final)+ (Assigns & participation) + (present)

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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