

SEMESTER LESSON PLAN
ART EDUCATION STUDY PROGRAM, DOCTORAL LEVEL (S3)
THE SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA

	SEMESTER LESSON PLAN	Doc. No.: P-147 RPS-SPs-UPI-S3 P. Seni - (KS800)
		Edition: 2
	THE ANTHROPOLOGY AND SOCIOLOGY OF ARTS	Date : 5 July 2021
		Pages :
Submitted by: Dr. Zakarias S. Soeteja, M.Sn. Employee ID No. 196707241997021001	Checked by: Prof. Dr. T. Narawati, M.Hum. Employee ID No. 1952120519862001	Approved by: Prof. Juju Masunah, M.Hum. Ph.D. Employee ID No. 196305171990032001

Lecturer	Curriculum Development Team of the Study Program	Head of Arts Education Study Program
SEMESTER LESSON PLAN 1. Course Detail Study Program : Arts Education Course Title : The Anthropology and Sociology of Arts Course Code : KS800 Course Group : Study Program Core Competency Course Credit hours : 4 Credit Hours Degree : Doctoral Semester : Odd Requirements : none Type (compulsory/elective): Compulsory Lecturer's name and code : Dr. Zakarias S. Soeteja, M.Sn. (1929) 2. Course Description This is a core and compulsory course of the Doctoral Study Program of Arts education. This course will introduce students to the knowledge of and methods used to conduct studies on various phenomena of arts and design and its education in society using anthropological and sociological approaches. The expected outcome of the course is for students to develop their critical thinking and comprehensive understanding of the various phenomena of arts and design and its education that can be used to understand and solve		

various related problems in the society. Students taking this course are also expected to be able to conduct social and cultural analysis of various phenomena of arts and design and its education relevant to their dissertation plans.

3. Targeted Study Program Learning Outcomes

S1	Demonstrate scientific, educative, and religious attitudes and behaviours that contribute to improving the quality of social, national, and state life based on academic norms and ethics
KU2	Able to discover or develop new scientific theories/conceptions/ideas and contribute to the development, practice of science, technology, art, and application of humanities values in their field of expertise through scientific research based on research roadmaps with interdisciplinary, multidisciplinary, or transdisciplinary approaches
P2	Develop new science, technology, and/or arts in the field of art education or professional practice through research to produce creative, original, and reliable work
KK.5	Manage problems in science, technology, and/or art in the field of education and formulate solutions through inter-, multi-, and transdisciplinary approaches
KK.6	Disseminate ideas and research results both orally and in writing, at the national and global levels, for the benefit of science and the community

4. Course Learning Outcomes

S1.1	Demonstrate scientific, educative, and religious attitudes and behaviours that contribute to improving the quality of social, national, and state life based on academic norms and ethics through anthropological and sociological studies of art and design
KU2.1	Able to discover or develop new scientific theories/conceptions/ideas and contribute to the development, practice of science, technology, art, and application of humanities values in the relevant fields of

		expertise through scientific research based on research roadmaps with anthropological and sociological approaches
P2.1		Understand the objectives, scope, and strategies for achieving the competencies in the course of Art Anthropology and Sociology
P2.2		Understand the recent concepts and theories of sociology and anthropology used in the study of art and design and art and design education
P2.3		Understand the methods used in the study of arts and design and art and design education using sociological and anthropological approaches
KK5.1		Conduct a study of an art and design phenomenon using sociological and anthropological approaches
KK5.2		Conduct a study of an art and design education phenomenon using sociological and anthropological approaches
KK6.1		Present and disseminate ideas resulting from arts and design studies and art and design education using sociological and anthropological approaches orally and in writing.

5. Description of Instructional Plan

Meet.	Indicators of Course Learning Outcomes	Materials	Learning Design	Time	Assignment and Assessment	References
1	Understand the objectives of achieving course competencies	- Targeted course competencies - Regulation of course	Methods Lectures, discussion, question and answer,	4x50'		- UPI 2020 Academic Guidelines - Course syllabus

	- Know the scope of the course - Understand the regulations for achieving course competencies - Know the strategy of achieving course competencies	- competency achievement - Strategies of achieving course competencies - Scope of the course	synchronous or asynchronous online learning Media Presentation slides Videos websites			
2	- Explain the development of classical to modern anthropological and sociological theories used in the study of art and/or design - Explain the influence of postmodern thoughts on the development of anthropological and sociological	- Development of classical to modern anthropological and sociological theories - The influence of postmodern thought on the development of anthropological and sociological theories in art and design - Implications of the development	Methods Lectures, discussion, question and answer, Synchronous or asynchronous online learning Media Presentation slides Videos websites	4x50'	Chapter report Book Review Article Review	Hanquinet, Laurie., & Savage, Mike (Ed).(2015). <i>Routledge International Handbook of the Sociology of Art and Culture</i>. Fuyubi Nakamura, Morgan Perkins, Olivier Krischer (Ed). (2020). <i>Asia Through Art and Anthropology: Cultural Translation Across Borders</i>.

	theories in art and design Explain the implications of the development of anthropological and sociological theories on the changes and developments in the concepts of art and design education	of anthropological and sociological theories on the changes and developments in the concepts of art and design education				Fillitz, Thomas and Vander Grijp, Paul. (2020). <i>An Anthropology of Contemporary Art: Practices, Markets, and Collectors.</i>
3	Select and explain methods and approaches used in art and/or design studies using anthropological and sociological approaches	- Methods dan approaches in art and design research - Anthropological and sociological approaches in art and design research	Methods Lectures, discussion, question and answer, Synchronous or asynchronous online learning Media Presentation slides Videos	4x50'	Chapter report Book Review Article Review	Rohidi, Tjetjep. R. (2011). <i>Metodologi Penelitian Seni.</i> Zimmerman, E., & La Pierre, Sharon D. (1997). <i>Research Methods and Methodologies for Art Education.</i> Leavy, P. (2015). <i>Method Meets Art, Second Edition:</i>

			Websites			<i>Arts-Based Research Practice.</i>
4-5	- Know and demonstrate contemporary cultural issues in art and design - Conduct critical analysis of art and/or design phenomena using anthropological approaches	Contemporary cultural issues in art and design Postmodern cultures in art and design 21st Century art and design in the 4.0 era and Society 5.0	Methods Problem-based Learning discussion, question and answer, Synchronous or asynchronous online learning Media Presentation slides Videos Websites	8x50'	Writing a paper about art and design using a sociological approach	- De la Fuente, E. (2007). The 'New Sociology of Art': Putting Art Back into Social Science Approaches to the Arts. - Hauser, Arnold, (1982) <i>The Social History of Art, Philosophy of Art History, and Mannerism.</i> - Nadaner, D. (1984). Critique and Intervention: Implications of Social Theory for Art Education. - LaChapelle, J. R. (1984). The Sociology of Art and Art Education:
6-7	- Know and demonstrate contemporary social issues in art and/or design - Conduct a critical analysis of an art and/or design	21st century art and design Art and design in the era of 4.0 and society 5.0 Contemporary social issues in art and design	Methods Problem-based Learning discussion, question and answer, Synchronous or asynchronous online learning	8x50'	Writing a paper about art and/or design using an anthropological approach	

	phenomenon using a sociological approach		Media Presentation slides Videos Websites			A Relationship Reconsidered. • Zolberg, V. L. (n.d.). What is art? What is the sociology of art? • Wolff, J. (2021). <i>Aesthetics and the Sociology of Art</i>. • Tanner, Jeremy (Ed).(2004). <i>Sociology of Art: A Reader</i>. • Hanquinet, Laurie., & Savage, Mike (Ed).(2015). <i>Routledge International Handbook of the Sociology of Art and Culture</i>. • Rohidi, T. R. (2000). <i>Ekspresi Seni Orang Miskin, Adaptasi Simbolik</i>
8	MID-TERM EXAM					
9-10	• Understand contemporary cultural issues in art and design education • Conduct a study of a phenomenon of art education using an anthropological approach	Contemporary cultural issues in art and design education 21st century art and design education	Methods Problem-based learning discussion, question and answer, Synchronous or asynchronous online learning Media Presentation slides Videos Websites	8x50'	Writing a paper about art education, art and design using a sociological approach	
11-12	• Understand contemporary social issues in art and design education	Contemporary cultural issues in art and design Postmodern cultures in art and design	Methods Problem-Based Learning, Synchronous or asynchronous online learning	8x50'	Writing a paper about art or art and design education	

	Conduct a study of an art education phenomenon using a sociological approach	21st Century art and design in the 4.0 era and Society 5.0	Media Presentation slides Videos Websites		using an anthropological approach	<i>Terhadap Kemiskinan.</i> - Holt, C., (1967). <i>Art in Indonesia Continuities and Change</i> - Lombard, D (1996), <i>Nusa Jawa : Silang Budaya 1-3</i>, - Rohidi, T. R. (2000). <i>Kesenian dalam Pendekatan Kebudayaan.</i> - Fleming, Mike., (2010). <i>Creativity, Culture and Education.</i>
13-15	Present and disseminate ideas resulting from art and design and art and design education research using sociological and anthropological approaches orally and in writing.	Contemporary social and cultural issues in art and design and art and design education 21 st century art and design education Art and design education in the era of 4.0 and Society 5.0	Methods Project-based Learning discussion, question and answer, Synchronous or asynchronous online learning Media Presentation slides Videos Websites	12x50	Writing a scientific paper about art and design and/or art and design education using sociological or anthropological approaches	
16	FINAL EXAM					

6. References

- De la Fuente, E. (2007). The 'New Sociology of Art': Putting Art Back into Social Science Approaches to the Arts. *Cultural Sociology*, 1(3), 409–425 <http://cus.sagepub.com/content/1/3/409>

- 2) Fleming, Mike., (2010). *Creativity, Culture and Education*. New Castle: Arts Council England
- 3) Fuyubi Nakamura, Morgan Perkins, Olivier Krischer (Ed). (2020). *Asia Through Art and Anthropology: Cultural Translation Across Borders*. United Kingdom: Taylor & Francis.
- 4) Fillitz, Thomas and Vander Grijp, Paul. (2020). *An Anthropology of Contemporary Art: Practices, Markets, and Collectors*. United Kingdom: Taylor & Francis.
- 5) Hanquinet, Laurie., & Savage, Mike (Ed).(2015). *Routledge International Handbook of the Sociology of Art and Culture*. United Kingdom: Taylor & Francis.
- 6) Hauser, Arnold, (1982) *The Social History of Art, Philosophy of Art History, and Mannerism*. Kenneth J. Northcott (Trans). 1982, London, Henley and Melbourne: Routledge & Kegan Paul
- 7) Holt, Claire, (1967). *Art in Indonesia Continuities and Change*, New York: Cornell University Press
<http://www.creativitycultureeducation.org/research-impact/literature-reviews/>
- 8) Jokela, Timo., & Maria, Huhmarniemi. (2018) Art-based action research in the development work of arts and art education In book: *THE LURE OF LAPLAND – A Handbook for Arctic Art and Design*. University of Lapland
https://www.researchgate.net/publication/335797712_Art-based_action_research_in_the_development_work_of_arts_and_art_education
- 9) LaChapelle, J. R. (1984). The Sociology of Art and Art Education: A Relationship Reconsidered. *Studies in Art Education*, 26(1), 34-40. doi:10.2307/1320798
- 10) Leavy, P. (2015). *Method Meets Art, Second Edition: Arts-Based Research Practice*. United Kingdom: Guilford Publications.
- 11) Lombard, Denys (1996), *Nusa Jawa: Silang Budaya 1-3*, Jakarta : Gramedia Pustaka Utama
- 12) Nadaner, D. (1984). Critique and Intervention: Implications of Social Theory for Art Education. *Studies in Art Education*, 26(1), 20-26. doi:10.2307/1320796
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- 14) Rohidi, Tjetjep. R. (2000). *Ekspresi Seni Orang Miskin, Adaptasi Simbolik Terhadap Kemiskinan*. Bandung: Nuansa

- 15) Rohidi, Tjetjep. R. (2000). *Kesenian Dalam Pendekatan Kebudayaan*. Bandung: STISI Press
- 16) Rohidi, Tjetjep. R. (2011). *Metodologi Penelitian Seni*. Semarang: Cipta Prima Nusantara.
- 17) Tanner, Jeremy (Ed).(2004). *Sociology of Art: A Reader*. United Kingdom: Taylor & Francis.
- 18) Venkatesh, A., & Meamber, L. A. (2006). Arts and aesthetics: Marketing and cultural production. *Marketing Theory*, 6(1), 11–39.
- 19) Wolff, J. (2021). *Aesthetics and the Sociology of Art*. (n.p.): Taylor & Francis.
- 20) Zimmerman, Enid,. & La Pierre, Sharon D. (1997). *Research Methods and Methodologies for Art Education*. United States: National Art Education Association.
- 21) Zolberg, V. L. (n.d.). What is art? What is the sociology of art? *Constructing a Sociology of the Arts*, 1–28.
doi:10.1017/cbo9780511557712.002

7. Assessment format

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

Grade = $\frac{(\text{Mid}) + (2 \text{ Final}) + (\text{Assigns \& participation}) + (\text{present})}{4}$

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

Doc. No.: P-147-RPS-SPs-UPI-S3 P. Seni
-(KS803)

Edition: 2

MINI RESEARCH RELATED TO DISSERTATION

Date : 5 July 2021

Pages:

Submitted by:

Checked by:

Approved by:

Prof. Juju Masunah, M.Hum. Ph.D.

Employee ID No.

196305171990032001

Prof. Dr. T. Narawati, M.Hum

Employee ID No.

1952120519862001

Prof. Juju Masunah, M.Hum. Ph.D.

Employee ID No. 196305171990032001

Lecturer

Curriculum Development Team of
the Study Program

Head of the Study Program

SEMESTER LESSON PLAN

1. Course Detail

Study Program : Arts Education

Course Title : Mini Research Related to Dissertation

Course Code : KS803

Course Group : Study Program Core Competency Course

Credit hours : 3 Credit Hours
Degree : Doctoral
Semester : Odd
Requirements : None
Type (compulsory/elective): Compulsory
Lecturer's name and code : Prof. Juju Masunah, M.Hum., Ph.D./ 1380
Dr. Rita Milyartini, M.Si. /1146

2. Course Description

The course of Mini Research Related to Dissertation is a core and compulsory course for doctoral program students. The objective of this course is to produce a scientific publication on arts education, or arts, or artwork through mini research as part of dissertation research. The learning materials include guidelines for scientific publication and policy related to plagiarism, dissertation research roadmap, studies on various topics and problems of mini research taken from dissertation plan, various studies on arts and art education theories, research methods, techniques of research data analysis, and steps to make a scientific paper and to publish it in seminars or international journals. The teaching and learning is student-centred, which is done in groups but discussion is done on a case-to-case basis individually, requiring students to be active and creative in developing critical, logical, and scientific thinking. Learning employs case study, discovery and inquiry, and project-based methods. The expected learning outcomes comprise dissertation a research roadmap, book reviews, and a mini research article for publication. Evaluation is based on process and outcomes. The former is done through observation of scientific, educative, and religious attitudes and behaviours, and the latter is assessed based on structured assignments and project portfolios.

3. Targeted Study Program Learning Outcomes

- S1. Demonstrate scientific, educative, and religious attitudes and behaviours that contribute to improving the quality of social, national, and state life based on academic norms and ethics;
- P1. Develop new science, technology, and/or art in the field of art education or professional practice through research, to produce creative, original, and reliable work;
- P2. Able to discover or develop new scientific theories/conceptions/ideas and contribute to the development, practice of science, technology, art, and application of humanities values in the respective field of expertise through scientific research based on a research roadmap with interdisciplinary, multidisciplinary, or transdisciplinary approaches;
- KU1. Able to develop a research roadmap as a foundation to conduct research in education;
- KK1. Able to conduct research and development related to innovative and creative approaches, strategies, and methods of teaching and learning to improve learning quality and outcomes and maximise students' potentials.

4. Course Learning Outcomes

- S1. 1. Demonstrate scientific, educative, and religious attitudes and behaviours during the course of the study;
- S1. 2. Complete assignments with scientific attitudes and by following the prevailing academic norms and ethics;
- P1. 1. Understand the principles of writing a scientific paper;
- P1. 2. Understand the National Research Plan and UPI's Research Master Plan;
- P2. 1. Understand and develop conceptual framework of art education and other disciplines related to mini research plan;
- P2. 2. Understand and analyse research methods to be used in the mini research;
- KU 1.1. Able to formulate problems of arts or art education research related to the topic of dissertation

- KU 1.2. Able to develop a dissertation research roadmap that contributes to the improvement of social, national, and state life based on academic norms and ethics;
- KK 1. 1. Able to use relevant theories and concepts and develop science, technology in the fields of arts and art education and write a scientific paper based on the mini research;
- KK 1.2 Able to use relevant research methods for the mini research;
- KK 1.3. Able to conduct mini research related to dissertation;
- KK 1.4. Able to write and publish a scientific paper based on the mini research.

5. Description of Instructional Plan

Meet.1	Indicators of Course Learning Outcomes	Materials	Learning Design	Time	Assignment and Assessment	References
1	- Active, critical, and responsive in responding to materials and discussion - Understand mini research plan - Understand the principles of scientific writing	- Introduction to the unit plan for the semester and its discussion - UPI's guidelines for scientific writing 2019	Online with Zoom meeting: - Explaining the unit plan for the whole semester - Explaining the University's guidelines for academic writing - Discussing structured tasks	3 x 50'	Students study UPI's guidelines for scientific writing	- Course unit plan; - UPI's guidelines for scientific writing 2019

			and evaluation of the course			
2	- Active, critical, and courteous in discussion - Understand the National Research Priorities and UPI's Research Master Plan	- National Research Priorities (NRP) - UPI's Research Master Plan	Online with Zoom meeting: - Explaining NRP & Nasional Research Plan - Connecting the National Research Plan to UPI's Research Master Plan - Discussing the focus of humanities and arts and cultural education research - Connecting the topic of dissertation research to the RPN and UPI's	3x50	Students study the NRP and UPI's Research Master Plan in the fields of socio-humanities, arts and culture, and education	- Presidential Regulation No. 38 of 2018 - UPI's Research Master Plan 2021

			Research Master Plan			
3	- Active, critical, and courteous in discussion - Able to connect dissertation topic to NRP and UPI's Research Master plan - Develop a conceptual framework for dissertation	Building conceptual framework: - Research topic - Research objectives - Research contribution to science and art education at the national level	- Discussing research for dissertation - Formulating research topic and problems - Discussing the theoretical, policy-related, and social significances of the dissertation research	3x50'	Proposing research topic and problems for dissertation	Marshall & Rossman, (2006) pp.23-38
4	Study theories and review the literature	Review of related literature: research results and concepts supporting dissertation research plan	- Discussing research topic and the related literature	3x50'	Demonstrating literature review related to the theories to be used	Marshall & Rossman, (2006) pp.43-50

			- Discussing and reviewing one of the work in the literature - Connecting research topic to the theory that will be used			Creswell, J.W (2014). Pp.25-76
5	Understand research roadmap	Research roadmaps and examples of research roadmaps	- Explaining research roadmap - Discussing lecturers' research roadmap	3x50'	Designing dissertation research roadmap according to the topic previously discussed	Students' research roadmaps
6	Develop dissertation research roadmap	Dissertation research roadmap for 4 years	- Discussing dissertation research aims - Discussing the targets to achieve in a three to four years of research - Discussing type of research	3x50'	Making a draft of dissertation research roadmap	Students' research roadmaps

			conducted in a period of time			
7	- Active, critical, and courteous in discussion - Communicate dissertation research roadmap	Dissertation research roadmap	- Students representing research roadmap in a Zoom meeting - Discussing students' research roadmaps	3x 50'	Dissertation research roadmap	Students' research roadmaps
8	MID-TERM EXAM					
9	- Able to formulate mini research topic as part of dissertation - Able to formulate problems of mini research as part of dissertation	Research topic and problem formulation from dissertation	- Discussing research background and previous research as part of the dissertation - Explaining research background and aims as part of the dissertation	3x 50'	Formulating research problems and aims and significance	Creswell, J.W (2014). Pp.77-99

			- Explaining mini research significance as part of the dissertation			
10	- Understand the use of theories related to the mini research topic;	- Theories of deductive and inductive models - The use of theories in research	- Discussing deductive and inductive models in research; - Discussing the use of theories in research - Connecting theories discussed to the mini research background and aims	3x50'	Writing down the theories relevant to the mini research background and aims	Alwasillah, C. (2009).pp. 112-126 Creswell, J.W (2014). Pp.51-74
11	- Analyse results of previous research in the mini research	Review of previous research results	- Determining three articles reporting previous research results; - Discussing the three articles for an analysis of their similarities and differences	3x50'	Reviewing three articles of previous research results	Creswell, J.W (2014). Pp.25-76 Masunah, J. (2020) .

			and contribution towards the mini research - Connecting previous research results to the originality of the mini research			
12	- Understand methods of arts and art education research - Analyse research methods for mini research	Research paradigms, interdisciplinary and multidisciplinary research approaches; Qualitative research methods	- Discussing research paradigms - Discussing interdisciplinary and multidisciplinary research approaches - Discussing qualitative research methods, such as descriptive, case study, survey,	3x50"	Designing the mini research	Sugiyono (2012); Soedarsono (1999); Marshall & Rossman, (2006) pp. 51-96 Yin. R.K. (2003).

			ethnography, phenomenology			
13	- Understand and develop data collection technique	Empirical and conceptual data collection	- Discussing data collection techniques - Making research instruments - Practicing data collection	3x50'	Collecting data for the mini research	Marshall & Rossman, (2006) pp. 97-151
13	- Understand and conduct management, analysis, interpretation of data	Data management, analysis, and interpretation	- Discussing data analysis and interpretation techniques; - Practicing data analysis and interpretation	3x50'	Analysing and interpreting data	Marshall & Rossman, (2006) pp. 15-176
14	- Develop writing based on research results into an article	- Guidelines for research-based writing; - Draft of article based on mini research on Art education	- Students presenting results of mini research; - Peers providing responses and recommendation;	3x50'	Demonstrating mini research results	Students' drafts

			- Lecturer reviewing results of the mini research			
15	Develop the writing of mini research results into an article	- Guidelines for research-based writing; - Draft of article based on mini research on Art education	- Students presenting results of mini research; - Peers providing responses and recommendation; - Lecturer reviewing results of the mini research	3x50'	Demonstrating mini research results	Students' drafts
16	FINAL EXAM					

6. References

- 1) Alwasillah, C. (2000). Pokoknya Kualitatif. Pustaka Jaya: Jakarta
- 2) Creswell, J.W. (2014). *Research Design: Quantitative, Qualitatif, and Mixed Methods Approaches*. 4th Edition. Los Angeles: Sage.
- 3) Denzin, N.K. & Lincoln, Y. (2000). Handbook Qualitative Research, 2nd Edition. Thousand Oaks: Sage Publication.
- 4) Kadarochman, Asep. (2019). Pedoman Penulisan Karya Ilmiah UPI. Bandung: UPI

- 5) Masunah, J. (2020) . The Encoded Cirebon Mask: Materiality, Flow, and Meaning along Java's Islamic Northwest Coast by Laurie Margot Ross.
- 6) Marshall, C. and Rossman, G.B. (2006). *Designing Qualitative Research*. Thousand Oaks: SagePublication.
- 7) Soedarsono. (2000). *Metodologi penelitian seni pertunjukan dan seni rupa*. Art.line: Jogjakarta
- 8) Sugiyono (2014). *Metode Penelitian Manajimen*. Bandung: Alfabet.
- 9) Yin. R.K. (2003). *Case Study Reseach Design and Methods*. Third edition. Thousand Oaks: Sage Publication.

7. Assessment

Assignments:

- 1) Literature review of the theories relevant to the mini research;
- 2) Research roadmap for dissertation for 3 to 4 years;
- 3) Article reporting the mini research results.

Assessment format

[illegible]

3									
4									
Etc.									

$\text{Grade} = \frac{(\text{Mid}) + (2 \text{ Final}) + (\text{Assigns \& participation}) + (\text{present})}{4}$
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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. No. : P-147- RPS-SPs-UPI-S3 P Seni
(Serial No. MK809)

Edition :

DEVELOPMENT OF ART EDUCATION CURRICULUM MODEL

Date : 5 July 2021

Pages:

Submitted by:

Checked by:

Approved by:

Dr. phil. Yudi Sukmayadi, M.Pd.

Employee ID No.:

197303262000031003

Prof. Dr. T. Narawati, M.Hum

Employee ID No. 1952120519862001

Prof. Juju Masunah, M.Hum., Ph.D.

Employee ID No.: 19630517190032001

Lecturer

Curriculum Development Team of the
Study Program

Head of Arts Education Study Program

SEMESTER LESSON PLAN

1. Course Detail

Study Program : Arts Education

Course Title : Development of Arts Education Curriculum Model

Course Code : KS809

Course Group	: Study Program Elective Competency Course
Credit hours	: 2 Credit Hours
Level	: Doctoral
Semester	: 2
Requirements	: -
Type (compulsory/elective)	: Elective
Lecturer's name and code	: Dr. Zakarias S. Soeteja, M.Sn. Dr. phil. Yudi Sukmayadi, M.Pd./2007

2. Course Description

The course allows students to explore knowledge about models of curriculum in the implementation of arts education and the methods and approaches employed in it. Through various studies on the curriculum models in arts education using various methods and approaches, students are expected to develop their critical thinking and comprehensive understanding about the models of arts and design curricula that can be used to understand and solve problems in art and design education in the society. Students enrolled in this course are expected to be able to conduct analysis on diverse aspects that become the foundation and significantly influence models of art and design curriculum related to their dissertation plans.

3. Targeted Study Program Learning Outcomes

S.1	Demonstrate scientific, educative, and religious attitudes and behaviours that contribute to improving the quality of social, national, and state life based on academic norms and ethics
KU.2	Able to discover or develop new scientific theories/conceptions/ideas and contribute to the development, practice of science, technology, art, and application of humanities values in their field of expertise through

	scientific research based on research roadmaps with interdisciplinary, multidisciplinary, or transdisciplinary approaches.
P.1	Have a good command of the conceptual-theoretical and/or applied knowledge in the field of art education;
KK.2	Conduct research and development related to approaches, strategies, and methods, innovative and creative teaching and learning to improve students' learning quality and outcomes and maximise their potentials;
KK.3	Lead research and development in the field of education that is beneficial for the benefits of science and humankind and gain national and international recognition

4. Course Learning Outcomes (CLO)

S.1.1	Demonstrate scientific, educative, and religious attitudes and behaviours that contribute to improving the quality of social, national, and state life in accordance with the academic norms and ethics in the in-depth study of art education curricula in the society.
KU.2.1	Able to discover or develop new scientific theories/conceptions/ideas and contribute to the development, practice of science, technology, art, and application of humanities values in their field of expertise through scientific research based on research roadmaps with interdisciplinary, multidisciplinary, or transdisciplinary approaches, and implement them in studies and development of arts education curriculum models.
P.1.1	Understand the concepts and theories of art education curriculum model development
P.1.2	Understand methods and approaches used in the studies of arts education curriculum models and the background to the development
P.1.3	Understand the background to the development of arts education curriculum models

KK.2. 1	Understand contemporary issues in art and design education
KK.3. 1	Develop art and design education curriculum models at the level of primary to higher education
KK.3. 2	Present and disseminate ideas on art curriculum model development both orally and in writing.

5. Description of Instructional Plan

Meet.	Indicators of Course Learning Outcomes	Materials	Learning Design	Time	Assignment and Assessment	References
1	Students are able to understand the objectives of the course, scope of course materials, and course procedures.	Explanations of the unit plan, course system, assignment guidelines, evaluation system	Methods Lectures, discussion, question and answer, Synchronous or asynchronous online learning Media Presentation slides	100'	Studying references, book chapter/chapter report, discussion, Article Review	All

			Video Website			
2-3	Understand the concepts and theories of art education curriculum development models	Curriculum Development Models • <i>The Administrative (Line-Staff) Model</i> • <i>The Grass-Roots Model</i> • <i>The Demonstration Model</i> • <i>Beauchamp's System Model</i> • <i>Taba's Inverted Model</i> • <i>Roger's Interpersonal Relations Model</i> • <i>The systematic Action-Research Model</i> • <i>Emerging Technical Model</i>	Methods Lectures, discussion, question and answer, Synchronous or asynchronous online learning Media Presentation slides Video Website	2 x 100''	Studying references, book chapter/chapter report, discussion, Article Review	Kridel, C. (Ed.) (2010).

4-5	Understand methods and approaches used in the studies of art education curriculum development models	● Methods and approaches in curriculum and instruction research ● Analysis of arts and design education curriculum components	Methods Lectures, discussion, question and answer, Synchronous or asynchronous online learning Media Presentation slides Video Website	2x100'	Studying references, book chapter/chapter report, discussion, Article Review	Gosper, Maree. & Ifenthaler, Dirk. (Eds). (2014).
6-7	Understand the background of art education curriculum models	● Arts and design education curriculum models in Indonesia and abroad ● Foundation of art and design education curriculum development	Methods Lectures, discussion, question and answer, Synchronous or asynchronous online learning Media Presentation slides Video website	2x 100'	Writing book reports, chapter reports, review of journal articles on the background of the development of arts and education curriculum models in	Nana Syaodih Sukmadinata , (2006), Natalie B. Milman, Kilbane Clare R. (2013), Pearson

					Indonesia and abroad	Orr, Susan and Shreeve, Alison, (2018),
MID-TERM EXAM						
9-10	Understand contemporary issues in arts and design education	- Contemporary issues in arts and design education development 21st century competencies in arts and design curriculum development - Revolution 4.0 and Society 5.0 in art and design curriculum development	Methods Lectures, discussion, question and answer, Synchronous or asynchronous online learning Media Presentation slides Videos Websites	2x100'	Active participation in FGD on contemporary issues in arts and design education development	Rohidi, Tjetjep. R. (2011). Jokela, Timo., & Maria, Huhmarniem i. (2018)
11-12	Develop models of arts and design	Development of models of art	Methods	2x100'	Creating an art and design	Zimmerman, Enid,. & La

	education curriculum for primary to higher education level	education curriculum for various levels of education	Lectures, discussion, question and answer, Synchronous or asynchronous online learning Media Presentation slides Video website		education curriculum model for primary to higher education level based on case studies of art education in Indonesia and/or abroad	Pierre, Sharon D. (1997). Gosper, Maree, Ifenthaler, Dirk (auth.), Maree Gosper, Dirk Ifenthaler (eds.) , 2014,
13-15	Present and disseminate ideas on art and design curriculum development models both orally and in writing.	Presentation/dissemination of art education curriculum development model	Methods Lectures, discussion, question and answer, Synchronous or asynchronous online learning Media Presentation slides Video	3x 100'	Writing a scientific paper about the development of an art and education curriculum model, and presenting/disseminating the art	Trilling, Bernie. & Fadel, Charles. (2009). Griffin, Patrick., McGaw, Barry. Care,

			website		education curriculum model developed	Esther. (Eds). (2012). Arifin, Zainal. (2011).
FINAL EXAM						

6. References

1. Rohidi, Tjetjep. R. (2011). *Metodologi Penelitian Seni*. Semarang: Cipta Prima Nusantara.
2. Jokela, Timo., & Maria, Huhmarniemi. (2018) Art-based action research in the development work of arts and art education
In book: *THE LURE OF LAPLAND – A Handbook for Arctic Art and Design*. University of Lapland
https://www.researchgate.net/publication/335797712_Art-based_action_research_in_the_development_work_of_arts_and_art_education
3. Zimmerman, Enid,. & La Pierre, Sharon D. (1997). *Research Methods and Methodologies for Art Education*. United States: National Art Education Association.
4. Kridel, C. (Ed.) (2010). *Encyclopedia of curriculum studies*. SAGE Publications, Inc.,
<https://www.doi.org/10.4135/9781412958806>

5. Gosper, Maree, Ifenthaler, Dirk (auth.), Maree Gosper, Dirk Ifenthaler (eds.) , 2014, *Curriculum Models for the 21st Century: Using Learning Technologies in Higher Education*, Springer-Verlag New York
6. Natalie B. Milman, Kilbane Clare R. (2013), *Teaching Models: Designing Instruction for 21st Century Learners*, Pearson
7. Orr, Susan and Shreeve, Alison, (2018), *Art and Design Pedagogy in Higher Education: Knowledge, Values and Ambiguity in the Creative Curriculum*, Routledge
8. Trilling, Bernie. & Fadel, Charles. (2009). *21st Century Skills: Learning For Life In Our Times*. San Francisco: Jossey-Bass A Wiley Imprint
9. Gosper, Maree. & Ifenthaler, Dirk. (Eds). (2014). *Curriculum Models for the 21st Century Using Learning Technologies in Higher Education*. New York Heidelberg Dordrecht London: Springer
10. Griffin, Patrick., McGaw, Barry. Care, Esther. (Eds). (2012). *Assessment and Teaching of 21st Century Skills*. Dordrecht Heidelberg London New York: Springer
11. Arifin, Zainal. (2011). *Konsep dan Model Pengembangan Kurikulum*. Bandung: Penerbit Remaja Rosdakarya.
12. Nana Syaodih Sukmadinata, (2006), *Pengembangan Kurikulum : Teori dan Praktek*, Bandung: Remaja Rosda Karya

7. Assessment

Assessment format

No	Student's Number	Student's Name	Evaluation Grade				Skor total	means	remarks
			MID-semester exam	Final semester	Assignments & Participation	present			

				<i>exam</i>					
<i>1</i>									
<i>2</i>									
<i>3</i>									
<i>4</i>									
<i>Etc.</i>									

$\text{Grade} = \frac{(\text{Mid}) + (2 \text{ Final}) + (\text{Assigns \& participation}) + (\text{present})}{4}$
--

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



SEMESTER LESSON PLAN

Doc. No. : P147 RPS-SPs-UPI-S3 P. Seni
-(Serial No. KS811)

Edition : 2

CULTURAL THEORY AND STRATEGY

Date : 1 July 2021

Pages:

Submitted by:

Checked by:

Approved by:

Prof. Dr. Tati Narawati, M.Hum.
Employee ID No.:
1952120519862001

Dr. Rita Milyartini, M.Si
Employee ID No. 196406231989031001

Prof. Juju Masunah, M.Hum., Ph.D.
Employee ID No.: 19630517190032001

Lecturer

Study Program Curriculum Development
Team

Head of Arts Education Study Program

SEMESTER LESSON PLAN

1. Course Detail

Study Program : Arts Education
Course Title : Cultural Theory and Strategy
Course Code : KS 811
Course Group : Study Program Elective Competency Course
Credit hours : 3 Credit Hours

Degree	: Doctoral
Semester	: Odd
Requirements	: -
Type (compulsory/elective)	: elective
Lecturer's name and code	: Prof. Dr. Tati Narawati, M.Hum. (1002)

2. Course Description

The course aims to strengthen students' insights into the theories and practices of cultural strategies in the perspective of arts and arts education in Indonesia that have continued to evolve from time to time. Analysis of phenomena related to cultural strategy in Indonesia in the past, today, and its possibility in the future will be made the theoretical basis to support the achievement of friendly and strategic cultural literacy. The approaches employed in this course include inquiry, problem-based, cooperative, and expository learning with methods comprising lectures, discussion, cultural appreciation, and question and answer. Learning will be evaluated based on course assignments, mid-term, and final exams. Course assignments include observation and review of cultural strategies in Indonesia implemented by various groups and in various locations. Mid-term exam is in the form of presentation and discussion on cultural theory. Final exam is in the form of application of cultural theory and strategies into a journal writing. The course is delivered online through SPOT UPI, Google Meet, Zoom Meeting, and WhatsApp.

3. Targeted Study Program Learning Outcomes

S.1. Demonstrate scientific, educative, and religious attitudes and behaviours that contribute to improving the quality of social, national, and state life based on academic norms and ethics;

P1. Able to discover or develop new scientific theories/conceptions/ideas and contribute to the development, practice of science, technology, art, and application of humanities values in the respective field of expertise through scientific research based on research roadmaps with interdisciplinary, multidisciplinary, or transdisciplinary approaches;

P.2 Have a good command of the conceptual-theoretical and/or applicative knowledge in the field of cultural strategy and its relevance to art education;

KU. Apply knowledge and theories of art and cultural strategy and the related expertise based on art education values;

KK. Manage problems in science, technology, and/or art in the field of education and formulate solutions through inter-, multi-, and transdisciplinary approaches

4. Course Learning Outcomes (CLO)

- o Have conceptual knowledge and understanding of the meanings and objectives of Cultural Theory and Strategy as a discipline in the framework of education,
- o Have a good command of the conceptual knowledge of culture as a strategy to meet the goals of cultural literacy.
- o Have a good command of the concepts of culture implemented strategically in educational practices at the levels of family, school, and community,
- o Able to have a good command of the principles of education based on philosophical theories and science in an attempt of meeting educational goals,
- o Able to criticise and create models and approaches in cultural practices based on the social, cultural, art, and art education values,

- o Have a good command of the theories and principles of cultural strategy as a foundation in the practice and in solving educational problems, both philosophically and scientifically, and pragmatically.

5. Description of Instructional Plan

Meet.	Indicators of Course Learning Outcomes	Materials	Learning Design	Time	Assignment and Assessment	References
1	Students understand the objectives of the course, scope of course materials, and course procedures and activities	Course orientation - Explanation of the unit plan - Course system - Assignment guidelines	Lectures, Problem Solving, Discussion using SPOT UPI, Zoom Meeting, Google Meet and WhatsApp	150'	Reading UPI's guidelines for writing a scientific paper 2019	1, 11
2	Identify various perspectives of the Law No. 5 concerning Cultural Advancement	Understanding of the need for cultural strategy concerning - Conservation - Development - Inheritance - Transformation	Direct Instruction, Discussion using SPOT UPI, Zoom Meeting, Google Meet, and WhatsApp	150'	Searching for references relevant to the course materials	10

3	Understand the development of cultural theory and strategies from time to time	Culture as a developing and dynamic strategy following the - Mythical - Ontological - Functional paradigms	Lectures, Inquiry, Discussion using SPOT UPI, Zoom Meeting, Google Meet, and WhatsApp	150'	Searching for references relevant to the course materials	5, 6, 7
4	Analyse anthropological and philosophical studies of human in Performance Studies theory.	Richard Sechner's theories on multidisciplinary studies to analyse human activities in a broad scope	Cooperative Learning, Discussion using SPOT UPI, Zoom Meeting, Google Meet, and WhatsApp	150'	Students studying the materials in accordance with the main topics and reporting it in a paper	6, 12
5	Students are able to analyse popular cultural phenomena semiotically	Cultural studies to analyse visual, verbal, and audio signs in cultural performances denotatively and connotatively	Contextual Teaching and Learning, Discussion using SPOT UPI, Zoom Meeting, Google Meet, and WhatsApp	150'	Students studying the materials in accordance with the main topics	1, 7, 9

					and reporting it in a paper	
6	Understand vital values and ideas in the currently developing community social and cultural development	Victor Turner's <i>From Ritual to Theatre</i>	Lectures, Problem Solving, Discussion using SPOT UPI, Zoom Meeting, Google Meet, and WhatsApp	150'	Students studying the materials in accordance with the main topics and reporting it in a paper	1, 10
7	Understand culture through cultural patterns as a series of meaningful, regulated symbols	Geertz's <i>Interpretation of Culture</i>	Project-based Learning, Discussion using SPOT UPI, Zoom Meeting, Google Meet, and WhatsApp	150'	Students studying the materials in accordance with the main topics and reporting it in a paper	2, 3
8	MID-TERM EXAM					
9	Understand the styles and characteristics of art that becomes a trend from time to time	Classical, modern, and postmodern theories on cultural development	Cooperative Learning, Discussion using SPOT UPI, Zoom Meeting, Google Meet, and WhatsApp	150'	Students studying the materials in accordance with the main topics	9, 14

					and reporting it in a paper	
10	Understand the cultural theory and strategies in the ceremony of the union of two ethnic groups	<i>Pujawali</i> Ceremony in Lombok	Contextual Learning, Discussion using SPOT UPI, Zoom Meeting, Google Meet, WhatsApp	150'	Searching for references relevant to the course materials	4, 6
11	Understand and able to implement cultural theory and strategy in art tourism	Tourism performances in Bali, Yogya, Jakarta	Lectures, Problem Solving, Discussion using SPOT UPI, Zoom Meeting, Google Meet, WhatsApp	150'	Finding solutions for art material functioning as and having a strategic value for art tourism	8 , 14
12	Understand and able to analyse cultural theory and strategy of culture for education	<i>Nyiar Lumar</i> cultural performance	Problem Solving, Discussion using SPOT UPI, Zoom Meeting, Google Meet, WhatsApp	150'	Searching for references relevant to the course materials	3,5,7
13	Understand and able to analyse cultural	<i>Tayuban</i> as cultivation of ethical	Discovery Learning, Discussion using	150'	Searching for references	1, 6

	theory and strategy of dance among Sundanese noble people	and aesthetic educational values of Sundanese nobility	SPOT UPI, Zoom Meeting, Google Meet, WhatsApp		relevant to the course materials	
14	Understand and able to analyse cultural theory and strategy of state rituals and ceremonies	Panjang jimat ceremony at Javanese <i>Keraton</i> (Yogyakarta, Surakarta, Cirebon)	Lectures, Problem Solving, Discussion using SPOT UPI, Zoom Meeting, Google Meet, WhatsApp	150'	Searching for references relevant to the course materials	3, 8
15	Understand and able to analyse cultural theory and strategy of rice ritual ceremony	<i>Bersih desa/ngarot/Serentaun</i> ceremonies	Project-based learning, Discussion using SPOT UPI, Zoom Meeting, Google Meet, WhatsApp	150'	Searching for references relevant to the course materials	1, 7,8
16	<i>FINAL EXAM</i>					

6. References

- 1) Endraswara, Suwardi. *Methods, Teori, Teknik Penelitian Kebudayaan*.
- 2) Gertz, Clifford, 1992. *Tafsir Kebudayaan*. Yogyakarta: Kanisius.
- 3) Geertz, Clifford., 2000. *Negara Teater*. Yogyakarta: Yayasan Bentang Budaya
- 4) Harnish, David. D. (2006). *Bridges to the Ancestors : Music, Myth, and Cultural Politics at an Indonesian Festival*.

- 5) Narawati, Tati et al. Laporan Penelitian Stranas 2009. Seni Wisata: Kemasan Industri Kreatif di Jawa Barat.
- 6) Narawati, Tati, 2003. *Wajah Tari Sunda: Dari Masa ke Masa*. Bandung: P4ST
- 7) Peursen, Van. 1988 *Strategi Kebudayaan*. Translated by Dick Hartoko. Yogyakarta: Kanisius.
- 8) Sechner, Richard, 2002. *Performance Studies: An Introduction*. London & New York: Routledge.
- 9) Storey, John. 2004. *Teori Budaya dan Budaya Pop*. Yogyakarta : Qalam
- 10) Soedarsono, R.M.1999. *Seni Pertunjukan Indonesia dan Pariwisata*. Bandung : Masyarakat Seni Pertunjukan Indonesia.
- 11) Turner, Bryan. 2000. *Teori-Teori Sosiologi : Modernitas Posmodernitas*. Yogyakarta : Pustaka Pelajar
- 12) Turner, Victor. 1987. *The Anthropology of Performance*. New York : PAJ Publications
- 13) Law No 5 of 2017 stipulated in Jakarta on 29 May 2017 in the State Gazette of 2017 number 104 regarding Cultural Advancement (<https://peraturan.go.id/common/dokumen/ln/2017/uu5-2017bt.pdf>)
- 14) UPI. 2019. *Pedoman Penulisan Karya Tulis Ilmiah UPI 2019*.

7. Assessment Instrument

Questions :

Mid-term exam: A dissertation certainly addresses a big problem to solve. Problems in education (formal, informal, non-formal) have strong relevance to culture. In this regard, find a cultural theory that will support and strengthen your dissertation research and also the cultural strategy design that will help with the success of your research product.

Final exam: Write a journal article reporting part of your dissertation

Assessment format :

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

$\text{Grade} = \frac{(\text{Mid}) + (2 \text{ Final}) + (\text{Assigns \& participation}) + (\text{present})}{4}$
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Ranges of Grade

A = 92 – 100 or 3,76 – 4.00

G- = 86 - 91 or 3,51 – 3.75

B+ = 81 – 85 or 3,25 – 3.50

B = 76 – 80 or 3,00 – 3.24

H- = 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. No.: P147 RPS-SPs-UPI-S3 P. Seni- (KS700)
		Edition: 2
	APPLIED RESEARCH METHODOLOGY FOR ARTS EDUCATION	Date: 5 July 2021
		Pages:
Submitted by:	Checked by:	Approved by:
Dr. Rita Milyartini, M.Si Employee ID No. 196406231989031001	Prof. Dr. T. Narawati, M.Hum Employee ID No. 1952120519862001	Prof. Juju Masunah, M.Hum., Ph.D. Employee ID No.: 19630517190032001
Lecturer	Curriculum Development Team of the Study Program	Ketua Prodi Pendidikan Senu
SEMESTER LESSON PLAN 1. Course Detail		

Study Program	: Arts Education
Course Title	: Applied Research Methodology for Arts Education
Course Code	: KS 700
Course Group	: Supplementary (<i>Aanvullen</i> , MKav)
Credit hours	: 3
Level	: Doctoral Degree
Semester	: Odd
Requirements	: -
Type (compulsory/elective)	: Pre-requisite/ <i>Aanvullen</i>
Lecturer's name and code	: Dr. Rita Milyartini. M.Si

2. Course Description

The course of Applied Research Methodology for Arts education aims to improve students' competencies in designing applied research on arts education. The competencies include the abilities to map problems, make conceptual frameworks, select methods, and write a research proposal. The course is delivered in blended mode or in full distance learning (if conditions do not permit so), with student-centred learning. Learning activities include formulating characteristics of applied research based on reviews of articles and textbooks, formulating research topic and problems based on previous literature, creating theoretical or conceptual framework, selecting methods, and writing a proposal of applied research. Evaluation is done by assessing process, performance, and assignment both individually and in group.

3. Targeted Study Program Learning Outcomes

S1. Demonstrate scientific, educative, and religious attitudes and behaviours that contribute to improving the quality of social, national, and state life based on academic norms and ethics.

KU 2. Able to develop and publish logical, critical, systematic, and creative thinking through scientific research, design or artwork using inter- or multidisciplinary approaches by considering and implementing humanities values in accordance with the relevant field of expertise.

P2. Have a good command of science and technology for the development of arts and art education

KK1. Develop science and technology about arts and art education through inter/multidisciplinary research.

KK2. Produce arts and art education innovation through inter/multidisciplinary research.

4. Course Learning Outcomes

S1. 1.

Demonstrate scientific, educative, and religious attitudes and behaviours based on academic norms and ethics in attending and completing assignments for the course of applied research methodology for art education

KU 2.1.

Able to develop logical, critical, systematic, and creative thinking in creating research design through interdisciplinary or multidisciplinary approaches and communicate the research results

P2. 1 Have a good command of basic concepts of research for arts and art education development through interdisciplinary or multidisciplinary approaches

KK1.1 Develop arts and art education through research with interdisciplinary or multidisciplinary approaches.

KK2.1 Produce innovative art or art education designs

5. Description of Instructional Plan

Meet.1	Indicators of Course Learning Outcomes	Materials	Learning Design	Time	Assignment and Assessment	References
1	Students understand course program and concepts of design, approach, and method.	General introduction to the course program; analysis of design conceptions; research approaches and methods	Online face to face	150 minutes	Analysing references on approaches, designs, and methods of research to create conceptual tables or maps, attitude evaluation	[1] [2]

2, 3	Students can explain types of research based on its function	Various functions and types of research	Individual work after analysing referenced books and making a conceptual map (asynchronous online) Presentation and discussion in online face-to-face meeting.	2x150 minutes	Making a conceptual map explaining the characteristics of various types of research in groups. Assessment of group work performance Attitude assessment	[2] [3] [4] [5] [6] [7] [8] [9]
4,5	Students are able to distinguish interdisciplinary from multidisciplinary research	Interdisciplinary and multidisciplinary research	Analysis of articles and theses	2x 150 minutes	Writing description of article/thesis analysis results with interdisciplinary and	[1] [2] [10]

					multidisciplinary approaches	
					Assessment of attitude and group work performance	
6,7	Students are able to identify the relationship between applied research problems and methods	Chapter 1 of thesis and introductory part of the article	Analysis of articles and theses	2x 150 minutes	Making and representing a table of analysis results Assessment of group work and performance Attitude assessment	[3] Journal articles from SAGEpub, Tandfonline, Oxford University Press, Cambridge University Press, Science Direct, SINTA-indexed national journals, in accordance

						with students' preferences
8	<i>MID-TERM EXAM</i>					
9	Students are able to write a working plan for an innovative research proposal with interdisciplinary/multi disciplinary approaches.	Creating an individual work program or project Background and problem formulations	Online face-to-face lecture	2x 150 minutes	Formulating research background and problems Attitude assessment	[11] [2]
10,11	Students are able to express arguments for proposing certain research ideas both orally and in writing	Face-to-face online lectures, presentation of research background and problem formulation.	Individual work and presentation in online face-to-face meeting	2x 150 minutes	Assignment on making theoretical framework based on literature review Individual work and performance assessment Attitude assessment	[11] [1] [9]

12,13	Students are able to express the theoretical framework that becomes the foundation of their research proposal both orally and in writing	Presentation of research framework based on literature review	Individual work and presentation in online face-to-face meeting	2x 150 minutes	Performance assessment Work assessment Attitude assessment	[1] [2] Journal articles from SAGEpub, Tandfonline, Oxford University Press, Cambridge University Press, Science Direct in accordance with students' preferences
14,15	Students are able to explain the research methods that will be used in the research both orally and in writing		Individual work and online face-to-face meeting	2x 150 minutes	Research method formulation Attitude assessment	[12] [11]
16	<i>FINAL EXAM</i>					

6. References

- [1 J. W. Creswell, Research design, qualitative, quantitative and mixed methods approaches, Los Angeles, London, New Delhi,
] Singapore, Washington DC.: Sage Pub, 2014.
- [2 P. Leavy, Research Design Quantitative, Qualitative, Mixed Methods, Art Based, and Community Based Participatory Action
] Research, London: Guildford Press, 2017.
- [3 E. Muyatiningsih, Riset Terapan Bidang Pendidikan dan Teknik, Yogyakarta: UNY Press, 2011.
]
- [4 J. Kincheloe, "Describing the Bricolage: Conceptualizing a New Rigor in Qualitative Research," *Qualitative Inquiry*, vol. 7, no. 6,
] pp. 679-692, 2001.
- [5 M. Robson, "Action Resaearch: Principles and practice.," *Action Learning: Research and Practice*, pp. 283-298, 2016.
]
- [6 A. Rydzik, A. Pritchard, N. Morgan dan D. Sedgley, "The Potensial od Art-based Transformative research," *Annals of Tourism
] Research*, pp. 283-305, 2013.
- [7 S. & R. T. McKenney, "Educational Design Reseach," dalam *Handbook of Research on Educational Communications and
] Technology*, Springer, 2014, pp. 131-140.
- [8 E. Ingleby, "Research Methods in Education," *Professional Development in Education*, pp. 507-509, 2012.
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- [9 D. P. Y. Ardiana, A. T. Mawati, A. Supinganto, J. Simarmata, I. Yuiwati, I. M. S. Adiputa, N. P. W. Oktaviani, N. W. Trisnadewi,
] B. Purba, B. N. Silitonga dan S. Purba, Metodologi Penelitian Bidang Pendidikan, Medan: Yayasan Kita Menulis, 2021.

- [1 I. Deliege dan G. Wiggin, *Musical Creativity: Multidisciplinary research in Theory and Practice.*, Hove & New York: Psychology Press, Taylor and Francis Group, 2006.
- [1 “Pedoman Penulisan Karya Ilmiah UPI 2019,” 2 September 2019. [Online]. Available: www.upi.edu. [Diakses 2 Januari 2020]. 1]
- [1 L. Cohen, M. L dan K. Morrison, *Research Methods in Education*, London & New York: Routledge/Falmer Taylor & Francis Group, 2005.
- [1 National Association for Music Education, “A Research Agenda for Music Education: Thinking Ahead,” 10 February 2021. 3] [Online]. Available at: <http://www.menc.org>.

7. Assessment

Work assessment instrument (individual)

Student Name	Assessment criteria	Meetings						Total score	Average
		10	11	12	13	14	15		
	Accuracy of information								
	Presentation of information								
	Language style								

	References								
	Accuracy of information								
	Presentation of information								
	Language style								
	References								

Assessment Rubric

Assessment criteria	Score of 4	Score of 3	Score of 2	Score of 1
Accuracy of information	All information is provided accurately	The majority of information is delivered accurately	Some of the information is delivered accurately	The majority of information is delivered inaccurately
Presentation of information	Information is presented clearly, logically, and systematically in	The majority of criteria are met	Some of the criteria are met	Only a small number of criteria are met

	accordance with academic norms and ethics			
Language style	Writing follows the guidelines of the Enhanced Spelling System of Indonesian	The majority of criteria are met	Some of the criteria are met	Only a small number of criteria are met
References	References consist of a minimum of five sources published within the last 10 years, cited and written following the IEEE/APA/Harvard style.	The majority of criteria are met	Some of the criteria for enthusiasm are met	Inactive during discussions

Assessment format

No	Student's Number	Student's Name	Evaluation Grade				Skor total	means	remarks
			MID-semester exam	Final sem	Assignments &	present			

				este r exa m	Participatio n				
1									
2									
3									
4									
Etc.									

$$\text{Grade} = \frac{(\text{Mid}) + (2 \text{ Final}) + (\text{Assigns \& participation}) + (\text{present})}{4}$$

Ranges of Grade

A = 92 – 100 or 3,76 – 4.00

I- = 86 - 91 or 3,51 – 3.75

B+ = 81 – 85 or 3,25 – 3.50

B = 76 – 80 or 3,00 – 3.24

J- = 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

