

MODULE/COURSE HANDBOOK

Theses								
Module/ Course Title		Student Workload	Credits (ECTS)	Semester	Frequency	Duration		
Theses		4 Credits x 16 meetings x 170 /60 = 181 hours/Semester	4 Credits x 1.59 = 6,36 ECTS	8	16 meetings (include Mid-term Exam and Final Exam)	16 meetings		
1	Type of course <ul style="list-style-type: none"> • Experience 		Contact hours $50/170 \times 28,55 \times (4 \text{ Credits} \times 1.59) = 39,97$ Structured Assignment $60/170 \times 28,55 \times (4 \text{ Credits} \times 1.59) = 64,08$		Independent study $60/170 \times 28,55 \times (4 \text{ Credits} \times 1.59) = 53,40$	Class size 30 students		
2	Prerequisites for participation (if applicable)							
3	Learning outcomes (PLO+CLO) PLO-3 Develop logical, critical, systematic and creative thinking when doing specific tasks in their area of competence and in compliance with the appropriate work competency requirements. PLO-5 Able to develop oneself sustainably and eager to collaborate. PLO-7 Capable of conducting research in the subject of visual arts education and disseminating the findings through scientific writing. CLO-3 Students are able to develop logical, critical, and systematic thinking in designing and compiling their Final Assignments according to their field of expertise. CLO-5							

	<p>Students master knowledge about current trends and the latest developments in the field of fine arts, and can integrate this knowledge into their artwork or final project research.</p> <p>CLO-7</p> <p>Students are able to design and carry out final project assignments independently, which include creating works of fine art or fine art research, as well as compiling comprehensive and systematic final reports that reflect the results and work processes in a professional manner.</p>
4	<p>Subject aims/content</p> <p>The final thesis assignment course is a course aimed at making students understand and able to apply basic research concepts. In this final assignment, students are directed to prepare a research proposal by examining a problem (background), identifying the problem, problem limitations, problem formulation and research objectives. Then proceed with a literature review, conceptual framework for thinking, and preparation of temporary hypotheses. Next, data collection and technical data analysis are carried out which are adjusted to the determined problem formulation. As a result, data analysis will be carried out, providing an explanation of the results of data analysis, making conclusions and compiling a research report according to correct writing techniques and free from plagiarism. After passing plagiarism, students are scheduled to conduct a thesis examination session by the examining lecturer before being declared a graduate. By completing a thesis, students demonstrate their ability to conduct structured and scientific research, and are ready to face professional challenges in their field.</p>
5	<p>Teaching methods</p> <p>Interactive lecture, project-based learning, role plays and simulations</p> <p>Interactive lecture, direct instruction, problem-based learning, Presentation</p> <p>Interactive lecture problem-based learning-Paper Writing and Presentation</p>
6	<p>Assessment methods</p> <p>Project assessment, portfolios of students work</p>
7	<p>This module is used in the following study program/s as well</p> <p>Undergraduate program</p>
8	<p>Module Coordinator.</p> <p>Prof. Dr. Drs. Djuli Djatiprambudi, M.Sn. Fera Ratyaningrum, M.Pd. Ika Anggun Camelia, M.Pd.</p>
9	<p>Reference</p> <p>Major</p> <ol style="list-style-type: none"> 1. Penerbit Widina. (2022). <i>Metode Penelitian Pendidikan & Pengembangan</i>. 2. Creswell, J. W., & Creswell, J. D. (2021). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (5th ed.). SAGE Publications. 3. Kumar, R. (2020). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). SAGE Publications. 4. Kutha Ratna, N. 2010. Metodologi Penelitian Kajian Budaya dan Ilmu Sosial Humaniora pada

Umumnya. Yogyakarta: Pustaka Pelajar.

5. Sugiono. 2007. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
6. Bogdan, R.C. and Biklen, S.K. 1992. Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Allyn and Bacon.
7. Gall, M.D. & Gall, J.P. & Borg, W.R. 1989. Education Research: An Introduction. Boston. New York: Allyn and Bacon. Creswell, J.W. 2010. Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed. Penerjemah: Achmad Fawaid. Yogyakarta: Pustaka Pelajar.
8. Hendriyana, H. 2009. Metodologi Kajian Artefak Budaya Fisik (Fenomena Visual Bidang Seni). Bandung: Sunan Umbu STSI Press.
9. Emzir. 2010. Metodologi Penelitian Kualitatif: Analisis Data. Jakarta: PT Rajagrafindo Persada. Laurie Schneider Adams. The Methodologies of Art: An Introduction, 2nd edition. Westview Press. 2009.
10. Tjetjep Rohendi Rohidi. Metodologi Penelitian Seni. Semarang: Pustaka Utama. 2011.
11. J. Gary Knowles. Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues. SAGE Publications. 2007.
12. Sarah Pink. Doing Visual Etnography. SAGE Publication. 2013.

Minor

1. Sutopo, H. B. (2020). *Penelitian Kualitatif: Dasar Teori dan Terapannya dalam Penelitian*. UNS Press.
2. Herdiansyah, H. (2021). *Metodologi Penelitian Kualitatif untuk Ilmu-Ilmu Sosial*. Salemba Humanika.
3. Sanjaya, W. (2022). *Penelitian Pendidikan: Jenis, Metode, dan Prosedur*. Kencana Prenada Media Group.
4. Zed, M. (2021). *Metode Penelitian Kepustakaan*. Yayasan Pustaka Obor Indonesia.
5. Suryana, Y. (2023). *Metodologi Penelitian: Metode dan Teknik Penulisan Ilmiah*. Penerbit Ghalia Indonesia.

Link

1. [Https://www.youtube.com/watch?v=m_l7_9tsOg](https://www.youtube.com/watch?v=m_l7_9tsOg)
2. [Http://www.youtube.com/watch?v=FrmzQZtUQA0](http://www.youtube.com/watch?v=FrmzQZtUQA0)