

## MODULE/COURSE HANDBOOK

Curriculum Analysis						
Module/Course Title		Student Workload	Credits (ECTS)	Semester	Frequency	Duration
Curriculum Analysis		2 Credits x 16 meetings x 170 /60 = 90,6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	3	16 meetings (include Mid-term Exam and Final Exam)	16 meetings
1	<b>Type of course</b> <ul style="list-style-type: none"><li>● Experience</li></ul>		<b>Contact hours</b>  50/170 x 28,55 x (2 Credits x 1.59) = 26,70  <b>Structured Assignment</b>  60/170 x 28,55 x (3 Credits x 1.59) = 32,04		<b>Independent study</b>  60/170 x 28,55 x (3 Credits x 1.59) = 32,04	<b>Class size</b>  30 students
2	<b>Prerequisites for participation (if applicable)</b>					
3	Learning outcomes (PLO+CLO)  PLO-5 Have an understanding of the most recent developments in planning, implementation, and evaluation of visual arts learning from local to global contexts. PLO-7 Capable of conducting research in the subject of visual arts education and disseminating the findings through scientific writing.  CLO-5 Understanding curriculum theories and curriculum design approaches in the context of art education, including principles of curriculum development, curriculum evaluation, and their relevance to national and international education standards. CLO-7 Able to analyze and evaluate existing art education curricula, demonstrating skills in identifying strengths and weaknesses, as well as providing data-driven and theoretically grounded recommendations for improvement.					

4	<p><b>Subject aims/content</b></p> <p>This course is about presentation, study, and research on the genealogy and chronology of Indonesian art; observing its growth; and analyzing the development of modern Indonesian art, especially starting from the 1930s through Persagi (Association of Indonesian Drawing Experts) until the so-called contemporary art era in the 1990s. This lecture is aimed at building understanding among students of the importance of sharpening understanding of Indonesian art history; recognize biographies of artists and their works; know the method of art history; and understand how a style, technique and medium evolved at a given time; and analyze the connection between art and political, social, and economic history. The strategy used is through discussion and literature search and review.</p>
5	<p><b>Teaching methods</b></p> <p>Interactive lecture, <b>project-based learning</b>, role plays and simulations</p> <p>Interactive lecture, direct instruction, <b>problem-based learning</b>, Presentation</p> <p>Interactive lecture <b>problem-based learning</b>-Paper Writing and Presentation</p>
6	<p><b>Assessment methods</b></p> <p>Project assessment, portfolios of students work, written test, quiz</p>
7	<p><b>This module is used in the following study program/s as well</b></p> <p>Undergraduate program</p>
8	<p><b>Module Coordinator.</b></p> <p>Dra. Siti Mutmainah, M.Pd. Pungki Siregar, S.Pd., M.A.</p>
9	<p><b>Reference</b></p> <p><b>Major</b></p> <ol style="list-style-type: none"> <li>1. OECD. (2020). Future of Education and Skills 2030: Curriculum Analysis.</li> <li>2. Prep With Harshita. (2023). Critical Analysis of Curriculum.</li> <li>3. Bae, J. (2013). Rethinking an Elementary Art Methods Course: A Model of Three Visual Arts Integration Strategies. Visual Arts Research, 39(2), 70–81. <a href="https://doi.org/10.5406/visuartsrese.39.2.0070">https://doi.org/10.5406/visuartsrese.39.2.0070</a></li> <li>4. Bowen, D. H., &amp; Kisida, B. (2017). The art of partnerships: Community resources for arts education. The Phi Delta Kappan, 98(7), 8–14. <a href="http://www.jstor.org/stable/26386928">http://www.jstor.org/stable/26386928</a></li> <li>5. Gaztambide-Fernández, R. A. (2008). The Artist in Society: Understandings, Expectations, and Curriculum Implications. Curriculum Inquiry, 38(3), 233–265. <a href="http://www.jstor.org/stable/25475906">http://www.jstor.org/stable/25475906</a></li> <li>6. Thomas, R., &amp; Arnold, A. (2011). The A+ Schools: A New Look at Curriculum Integration. Visual Arts Research, 37(1), 96–104. <a href="https://doi.org/10.5406/visuartsrese.37.1.0096">https://doi.org/10.5406/visuartsrese.37.1.0096</a></li> <li>7. WILKS, J., CUTCHER, A., &amp; WILKS, S. (2012). Digital Technology in the Visual Arts Classroom: An [un]Easy Partnership. Studies in Art Education, 54(1), 54–65. <a href="http://www.jstor.org/stable/24468130">http://www.jstor.org/stable/24468130</a></li> <li>8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 37 of 2018... Regarding Amendments to</li> </ol>

Regulation of the Minister of Education and Culture Number 24 of 2016 concerning Core Competencies and Basic Competencies of  
Lessons in the 2013 Curriculum in Basic and Secondary Education (source:  
<https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/Permendikbud%20Nomor%2037%20Tahun%202018.pdf>)

**Minor**

1. Cambridge University Press & Assessment. (2020). Importance of Curriculum Analysis.
  2. Petrina, S. (2022). *Methods of Analysis Curriculum Analysis*.
  3. Center for Curriculum Analysis. (2025). About Curriculum Analysis.
  4. Burton, N., & Brundrett, M. (2005). Leading the curriculum in the primary school. London: Paul Chapman Publishing
  5. Drake, S. M., & Burns, R. C. (2004). Meeting standards through integrated curriculum. USA: Association for Supervision and Curriculum Development ASCD
  6. Hau, E., Law, F., & Li, C. (2013). (Editor). Curriculum innovations in changing societies: Chinese perspectives from Hong Kong, Taiwan and Mainland China: Boston: Sense Publishers Sense Publishers.
  7. Jacobs, H. H. (2010). Curriculum 21: Essential education for a changing world. Alexandria: ASCD
  8. Janesick, V. J. (2003). Curriculum trends: A reference handbook. United States: Library of Congress Cataloging-in- Publication Data
  9. Kattington, Limon E (2010). (Editor). Handbook of curriculum development. New York: Nova Science Publishers, Inc.
  10. Marsh, C. J. (2004). Key concepts for understanding curriculum. New York: RoutledgeFalmer Taylor & Francis Group.
  11. Moore, A. (2015). Understanding the school curriculum: Theory, politics and principles. London: Routledge Taylor & Francis Group.
  12. Nuh, M. (2011). Guru sumber energi dunia pendidikan. (Online)  
[http://kemdiknas.go.id/list\\_berita/2011/7/24/pergunu.aspx](http://kemdiknas.go.id/list_berita/2011/7/24/pergunu.aspx)
  13. Null, W. (2011). Curriculum: From theory to practice. United States of America: Rowman & Littlefield Publishers, Inc
- Link  
<https://www.youtube.com/watch?v=L9701H8PtUE&t=20s>