

MODULE/COURSE HANDBOOK

Learning Planning					
Module/Course Title	Student Workload	Credits (ECTS)	Semester	Frequency	Duration
Learning Planning	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	Type of course • Experience	Contact hours 50/170 x 28,55 x (2 Credits x 1.59) = 26,70 Structured Assignment 60/170 x 28,55 x (3 Credits x 1.59) = 32,04	Independent study 60/170 x 28,55 x (3 Credits x 1.59) = 32,04	Class size 30 students	
2	Prerequisites for participation (if applicable)				
3	Learning outcomes (PLO+CLO) PLO-4 Have an understanding of the most recent developments in planning, implementation, and evaluation of visual arts learning from local to global contexts. PLO-6 Able to develop and execute a creative, innovative, and evaluative visual arts learning in accordance with student characteristics, within the implementation of ICT-based pedagogical competencies and management. CLO-4 Understanding the fundamental concepts of art education planning, including learning theories, pedagogical principles, as well as effective methods and strategies for developing a curriculum that aligns with educational objectives and students' needs. CLO-6				

	Able to utilize information and communication technology (ICT) in the planning and implementation of art education to enhance the quality and effectiveness of the teaching and learning process.
4	Subject aims/content This course aims to instill knowledge, understanding, and skills in planning innovative and effective art education systematically in accordance with the curriculum. It emphasizes key aspects such as learning objectives, materials, teaching methods and models, media, and evaluation, utilizing both theoretical and practical strategies.
5	Teaching methods Interactive lecture, project-based learning, role plays and simulations Interactive lecture, direct instruction, problem-based learning, Presentation Interactive lecture problem-based learning-Paper Writing and Presentation
6	Assessment methods Project assessment, portfolios of students work, written test, quiz
7	This module is used in the following study program/s as well Undergraduate program
8	Module Coordinator. Fera Rataningrum, S.Pd., M.Pd. Pungki Siregar, S.Pd., M.A.
9	Reference Major 1. Penerbit Buku Widina. (2021). <i>Model-Model Pembelajaran</i>. 2. Penerbit Buku Widina. (2021). <i>Strategi Belajar Mengajar</i>. 3. Mustaji, 2005. Pembelajaran berbasis Konstruktivistik, PT Freeport Indonesia Penerbit Buku Widina. (2020). <i>Strategi Belajar Mengajar</i>. 4. Gulo, W, 2005. Strategi belajar mengajar, Jakarta: Grasindo 5. Soekarto. 1988. Desain Instruksional Sebuah Pendekatan Praktis Untuk Pendidikan Teknologi dan Keguruan. Jakarta: Dikti P2 LPTK 6. NA. Ametembun. 1987. Perencanaan Pengajaran Suatu Pendekatan Kompetensi Profesional Dalam Proses Belajar Mengajar. Bandung: Pertama 7. HM. Djumberan Syah Indar. 1990. Perencanaan Pengajaran Strategi dan Implementasinya. Surabaya: Karya Abdi Tama 8. Abd. Gafur. 1982. Desain Instruksional Suatu Langkah Sistematis Penyusunan Pola Dasar Kegiatan Belajar Mengajar. Solo: Tiga Serangkai. Minor 1. ETDP SETA. (2020). <i>Strategic Plan 2020-2025</i>. 2. SACE. (2020). <i>Strategic Plan 2020-2025</i>.

	3. Trianto, 2007. Model-model Berorientasi KonstruktivistikNasution, S. (2021). <i>Pengembangan Buku Ajar Berstandar melalui Inovasi untuk Meningkatkan Sumber Daya Manusia</i>. 4. Nurhadi, dkk. 2003. Pembelajaran Kontekstual, Malang: Universitas Negeri MalangSampurno, Tejo. (2015). Seni, Melukis, Autisme. Yogyakarta: Psikosains. 5. Muslimin, Ibrahim, 2000. Pembelajaran Kooperatif. Unesa: Upress Link 1. https://www.youtube.com/watch?v=ZOY3tm1e6PI 2. https://www.youtube.com/watch?v=bnBmNLSl0pk
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