



Universitas Negeri Surabaya
Faculty of Engineering,
Undergraduate Study Program, Fashion Design Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																											
Accessories	8321202166	Design	T=2 P=0 ECTS=3.18	3	April 28, 2023																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																												
	Dr. Deny Arifiana, S.Pd., M.A.		Dr. Sn. Inty Nahari S.Pd., M.Ds.	Imami Arum Tri Rahayu, S.Pd., M.Pd.																																												
Learning model	Project Based Learning																																															
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
Short Course Description	This course studies the concept and manufacture of functional and aesthetic accessories (for the head, body, hands and feet), using natural and artificial/synthetic materials, according to the design concept. Understanding of the basic concept of accessories, including: definition, function, various types of accessories (functional and aesthetic), principles, sources of ideas, and accessories design development techniques. The practice of making accessories includes creating functional and aesthetic accessory designs (for the head, body, hands and feet) using natural and artificial/synthetic materials, according to the design concept. Learning is carried out with a scientific approach. Practical activities for making accessories are carried out using a project based learning model in the form of observations, experiments and discussions.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Dharmawan, Lanny. 2010. Korsase dari Kain Perca. Surabaya: Tiara Aksa Gevar, 2. Oliver. 2009. Fashion Accessories. Singapore: Page One Publishing Pte. Ltd. 3. Gofar, Mia Yusmita. 2011. Membuat Perhiasan Cantik Dari Manik Kaca Daur Ulang . Jakarta: Gramedia Pustaka Tama 4. Oktaviany, Oky Mia. 2007. Cantik dengan rangkaian Manik & Batu. Surabaya: Tiara Aksa. 5. Red Comunication. 2007. Kalung: Chic & Unik Buatn Sendiri . Jakarta: Gramedia Pustaka Tama. 6. Santoso, Epe. 2010. Rahasia Membuat Clutch Bag . Jakarta: Dian Rakyat. 7. Takamura, Zeshu. 1993. Fashion with Style . Japan: Graphic-sha Publishing CO. Ltd. 8. Triyanto. 2012. Mendesain Aksesori Busana. Yogyakarta: Intan Sejati Klaten 																																															
	Supporters:																																															
Supporting lecturer	Dr. Sn. Inty Nahari, S.Pd., M.Ds. Dr. Deny Arifiana, S.Pd., M.A.																																															
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																									
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																											
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																									

1	Able to understand the basic concept of accessories including meaning, function, types, principles, sources of ideas, and accessories design development techniques	<ol style="list-style-type: none"> 1. Definition of accessories. 2. Explain the function of accessories. 3. Explain the various functional accessories (for the head, body, hands and feet) 4. Explain the various aesthetic accessories (for the head, body, hands and feet). 5. Explain the principles of accessory design 6. Explain the various sources of accessory ideas 7. Explain accessories design development techniques 	Criteria: The maximum score for question no. 1 is 10. The score for question no. 2 maximum 10 Score marks for question no. 3 maximum 15 Score marks for question no. 4 maximum 15 Score marks for question no. 5 maximum 20 Score value of question no. 6 maximum 10 Score marks for question no. 7 maximum 20	Cooperative Model Discussion Method, presentation, Scientific Approach 4 X 50			0%
2	Able to understand the basic concept of accessories including meaning, function, types, principles, sources of ideas, and accessories design development techniques	<ol style="list-style-type: none"> 1. Definition of accessories. 2. Explain the function of accessories. 3. Explain the various functional accessories (for the head, body, hands and feet) 4. Explain the various aesthetic accessories (for the head, body, hands and feet). 5. Explain the principles of accessory design 6. Explain the various sources of accessory ideas 7. Explain accessories design development techniques 	Criteria: The maximum score for question no. 1 is 10. The score for question no. 2 maximum 10 Score marks for question no. 3 maximum 15 Score marks for question no. 4 maximum 15 Score marks for question no. 5 maximum 20 Score value of question no. 6 maximum 10 Score marks for question no. 7 maximum 20	Cooperative Model Discussion Method, presentation, Scientific Approach 4 X 50			0%
3	Able to make head accessories (functional and aesthetic)	<ol style="list-style-type: none"> 1. Explain the meaning of head accessories 2. Explain the various types of head accessories 3. Design head accessories 4. Make hats/tiaras/crowns 5. Make studs/earrings 	Criteria: Preparedness of tools and materials, selection of materials and colors, work techniques, finishing.	Project based learning model Experimental method, observation, giving assignments Scientific approach 6 X 50			0%
4							0%
5	Able to make head accessories (functional and aesthetic)	<ol style="list-style-type: none"> 1. Explain the meaning of head accessories 2. Explain the various types of head accessories 3. Design head accessories 4. Make hats/tiaras/crowns 5. Make studs/earrings 	Criteria: Preparedness of tools and materials, selection of materials and colors, work techniques, finishing.	Project based learning model Experimental method, observation, giving assignments Scientific approach 6 X 50			0%
6	Able to make body accessories (functional and aesthetic)	<ol style="list-style-type: none"> 1. Explain the meaning of body accessories 2. Explain the various types of body accessories 3. Create body accessory designs 4. Make necklaces and brooches 	Criteria: Preparedness of tools and materials, selection of materials and colors, work techniques, finishing.	Experimental Method, discussion, giving assignments Scientific Approach Model Project based learning 6 X 50			0%

7	Able to make body accessories (functional and aesthetic)	<ol style="list-style-type: none"> 1.Explain the meaning of body accessories 2.Explain the various types of body accessories 3.Create body accessory designs 4.Make necklaces and brooches 	Criteria: Preparedness of tools and materials, selection of materials and colors, work techniques, finishing.	Experimental Method, discussion, giving assignments Scientific Approach Model Project based learning 6 X 50			0%
8	Able to make body accessories (functional and aesthetic)	<ol style="list-style-type: none"> 1.Explain the meaning of body accessories 2.Explain the various types of body accessories 3.Create body accessory designs 4.Make necklaces and brooches 	Criteria: Preparedness of tools and materials, selection of materials and colors, work techniques, finishing.	Experimental Method, discussion, giving assignments Scientific Approach Model Project based learning 6 X 50			0%
9	UTS			2 X 50			0%
10	Able to make hand accessories (functional and aesthetic)	<ol style="list-style-type: none"> 1.Explain the meaning of hand accessories 2.Explain the various types of hand accessories 3.Create hand accessory designs 4.Make bags/wallets/umbrellas 5.Make bracelets/rings 	Criteria: Preparedness of tools and materials, selection of materials and colors, work techniques, finishing.	Experimental Method, discussion, giving assignments Scientific Approach Model Project based learning 6 X 50			0%
11	Able to design hand accessories (hand bags)	<ol style="list-style-type: none"> 1.Explains the hand accessory design process 2.Create hand accessory designs 3.Making bags/ (hand bags) 	Criteria: Preparedness of tools and materials, selection of materials and colors, work techniques, finishing.	Experimental Method, discussion, giving assignments Scientific Approach Model Project based learning 6 X 50			0%
12	Able to make hand accessories (functional and aesthetic)	<ol style="list-style-type: none"> 1.Explain the meaning of hand accessories 2.Explain the various types of hand accessories 3.Create hand accessory designs 4.Make bags/wallets/umbrellas 5.Make bracelets/rings 	Criteria: Preparedness of tools and materials, selection of materials and colors, work techniques, finishing.	Experimental Method, discussion, giving assignments Scientific Approach Model Project based learning 6 X 50			0%
13	Able to make foot accessories (functional and aesthetic)	<ol style="list-style-type: none"> 1.Explain the meaning of foot accessories 2.Explain the various types of foot accessories 3.Design foot accessories 4.Making shoes/sandals 	Criteria: Preparedness of tools and materials, selection of materials and colors, work techniques, finishing.	Project based learning model Experimental method, discussion, giving assignments Scientific approach 6 X 50			0%
14	Able to make foot accessories (functional and aesthetic)	<ol style="list-style-type: none"> 1.Explain the meaning of foot accessories 2.Explain the various types of foot accessories 3.Design foot accessories 4.Making shoes/sandals 	Criteria: Preparedness of tools and materials, selection of materials and colors, work techniques, finishing.	Project based learning model Experimental method, discussion, giving assignments Scientific approach 6 X 50			0%

15	Able to make foot accessories (functional and aesthetic)	1.Explain the meaning of foot accessories 2.Explain the various types of foot accessories 3.Design foot accessories 4.Making shoes/sandals	Criteria: Preparedness of tools and materials, selection of materials and colors, work techniques, finishing.	Project based learning model Experimental method, discussion, giving assignments Scientific approach 6 X 50			0%
16	UAS			2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.