



**Universitas Negeri Surabaya**  
**Faculty of Engineering,**  
**Cosmetology Education Undergraduate Study Program**

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																
Consumer Education *	8321302078	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	April 26, 2023																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																	
	Sri Dwiyanti, S.Pd, M.PSDM, Novia Restu Windayani, S.Pd, M.Pd		.....			Nia Kusstianti, S.Pd., M.Pd.																																	
<b>Learning model</b>	Project Based Learning																																						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																						
	<b>PLO-5</b>	Applying a professional attitude as an educator and practitioner in the field of cosmetology which includes discipline, honesty, responsibility, ethics, ability to collaborate and communicate effectively																																					
	<b>PLO-9</b>	Create, design, carry out research, analyze and implement research results																																					
	<b>Program Objectives (PO)</b>																																						
	<b>PLO-PO Matrix</b>																																						
		<table border="1" style="margin: auto;"> <tr> <td style="width: 30%;">P.O</td> <td style="width: 20%;">PLO-5</td> <td style="width: 50%;">PLO-9</td> </tr> </table>						P.O	PLO-5	PLO-9																													
	P.O	PLO-5	PLO-9																																				
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																							
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <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																							
<b>Short Course Description</b>	Conduct studies and provide an understanding of the knowledge of goods and services consumed by consumers in relation to cosmetic products. The discussion begins with basic consumer concepts, consumer behavior, consumer protection laws and the selection/use of goods and services, brands, advertising, and dangerous ingredients in cosmetics.																																						
<b>References</b>	<b>Main :</b>																																						
	1. celine tri siwi. 2009. hukum perlindungan konsumen.jakarta: sinar grafika 2. Ujang sumarwan. 2003.perilaku konsumen. jakarta : Ghalia Indonesia 3. .... 2000. UU Perlindunga Konsumen. Sinar Grafika																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	Sri Dwiyanti, S.Pd., M.PSDM. Novia Restu Windayani, S.Pd., M.Pd.																																						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																

1		<p>1.Explaining Consumer Education</p> <p>2.Explain the objectives and basic concepts of consumer education</p>	<p><b>Criteria:</b> 0-100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Questions and Answers Discussion Presentation 2 X 50</p>	<p>Questions and Answers Discussion Presentation 2 x 50 Minutes</p>	<p><b>Material:</b> economics with consumer education</p> <p><b>Reader:</b> <i>Ujang Sumarwan. 2003. consumer behavior. Jakarta: Ghalia Indonesia</i></p>	5%
2	Mastery of theory regarding the relationship between economics and consumer education	<p>1.Explain the meaning of economics</p> <p>2.explain human needs</p> <p>3.discuss the relationship between economics and consumer education</p>	<p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<p>Model: direct teaching</p> <p>Method: lecture, assignment, discussion</p> <p>Approach: Scientific</p> <p>2 X 50</p>	<p>Model: direct teaching</p> <p>Method: lecture, assignment, discussion</p> <p>Approach: Scientific</p> <p>2 x 50 Minutes</p>	<p><b>Material:</b> economics with consumer education</p> <p><b>Reader:</b> <i>Ujang Sumarwan. 2003. consumer behavior. Jakarta: Ghalia Indonesia</i></p>	5%
3	Mastery of theories about goods and services	<p>1.explain the meaning of goods and services</p> <p>2.classify types of goods and services</p> <p>3.determine the scale of needs related to cosmetics</p> <p>4.determine the criteria for goods and makeup</p>	<p><b>Criteria:</b> 0-100</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<p>Model: direct teaching</p> <p>Method: lecture, assignment, discussion</p> <p>Approach: Scientific</p> <p>2 X 50</p>	<p>Model: direct teaching</p> <p>Method: lecture, assignment, discussion</p> <p>Approach: Scientific</p> <p>2 x 50</p>	<p><b>Material:</b> goods and services</p> <p><b>Reader:</b> <i>Ujang Sumarwan. 2003. consumer behavior. Jakarta: Ghalia Indonesia</i></p>	5%
4	Mastery of consumer theory	<p>1.explain the meaning of goods and services</p> <p>2.Classifying types of goods and services</p> <p>3.Determine the scale of needs related to beauty</p> <p>4.determine the criteria for goods and services</p>	<p><b>Criteria:</b> 0-100</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<p>Model: direct teaching</p> <p>method: lecture, assignment, discussion</p> <p>approach: scientific</p> <p>2 X 50</p>	<p>Model: direct teaching</p> <p>method: lecture, assignment, discussion</p> <p>approach: scientific</p> <p>2 x 50</p>	<p><b>Material:</b> theory about consumers</p> <p><b>Reader:</b> <i>Ujang Sumarwan. 2003. consumer behavior. Jakarta: Ghalia Indonesia</i></p>	5%
5	Mastery of consumer rights	<p>1.Explain consumer rights</p> <p>2.Explain the 8 rights of consumers</p>	<p><b>Criteria:</b> 0-100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>model: direct teaching</p> <p>method: lecture, assignment, discussion, task</p> <p>approach: scientific</p> <p>2 X 50</p>	<p>model: direct teaching</p> <p>method: lecture, assignment, discussion, task</p> <p>approach: scientific</p> <p>2 x 50</p>	<p><b>Material:</b> about consumer rights</p> <p><b>Reference:</b> ..... <i>2000. Consumer Protection Law. Graphic Rays</i></p>	5%

6	: Mastery of knowledge of laws regarding consumer protection	1.explains consumer law explains consumer obligations 2.explains consumer protection 3.explain forms of consumer protection	<b>Criteria:</b> 0-100  <b>Form of Assessment :</b> Participatory Activities	model: direct teaching method: lecture, assignment, discussion, task approach: scientific 2 X 50	model: direct teaching method: lecture, assignment, discussion, task approach: scientific 2 x 50	<b>Material:</b> about consumer rights <b>Reference:</b> ..... 2000. <i>Consumer Protection Law. Graphic Rays</i>	5%
7	mastery of knowledge about law and consumer protection	1.explain consumer law 2.explain consumer obligations 3.explains consumer protection 4.explain forms of consumer protection	<b>Criteria:</b> 0-100  <b>Form of Assessment :</b> Participatory Activities, Tests	model: direct teaching method: lecture, assignment, discussion approach: scientific 2 X 50	model: direct teaching method: lecture, assignment, discussion approach: scientific 2 x 50 minutes	<b>Material:</b> knowledge of laws regarding consumer protection <b>Reference:</b> ..... 2000. <i>Consumer Protection Law. Graphic Rays</i>	5%
8	UTS	Materials 1-7	<b>Criteria:</b> answer sheet (08)  <b>Form of Assessment :</b> Test	- -	- -		0%
9		1.Brand knowledge 2.Knowledge of product brands 3.Knowledge of service brands	<b>Criteria:</b> 0-100  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Project Based Learning 2 X 50 question and answer presentation	Project Based Learning question and answer presentation 2 x 50 Minutes	<b>Material:</b> product and service brands in the beauty sector <b>Reader:</b> <i>Ujang Sumarwan. 2003. consumer behavior. Jakarta: Ghalia Indonesia</i>	50%
10	Mastery of knowledge about cosmetic product packaging	1.knowledge about packaging 2.knowledge of various forms of packaging 3.knowledge of basic packaging materials	<b>Criteria:</b> 0-100  <b>Form of Assessment :</b> Participatory Activities	model: direct teaching method: lecture, assignment, discussion approach: scientific 2 X 50	model: direct teaching method: lecture, assignment, discussion approach: scientific 2 x 50 minutes	<b>Material:</b> about cosmetic product packaging <b>Reader:</b> <i>Celine Tri Siwi. 2009. consumer protection law.jakarta: ray graphic</i>	0%
11	Mastery of knowledge about cosmetic labels and symbols	1.Explain about cosmetic labels 2.explain the meaning of symbols on cosmetic labels	<b>Criteria:</b> 0-100  <b>Form of Assessment :</b> Participatory Activities, Tests	model: direct teaching method: lecture, assignment, discussion approach: scientific 2 X 50	model: direct teaching method: lecture, assignment, discussion approach: scientific 2 x 50 minutes	<b>Material:</b> cosmetic labels and symbols <b>Reference:</b> ..... 2000. <i>Consumer Protection Law. Graphic Rays</i>	5%
12	Mastery of dangerous ingredients in cosmetics	1.explain knowledge about dangerous ingredients in 2.Explain the impact of dangerous ingredients in cosmetics	<b>Criteria:</b> 0-100  <b>Form of Assessment :</b> Participatory Activities	model: direct teaching method: lecture, discussion, scientific approach assignments 2 X 50	model: direct teaching method: lecture, discussion, scientific approach assignments 2 x 50 minutes		5%

13	Mastery of dangerous ingredients in cosmetics	1.explain knowledge about dangerous ingredients in 2.Explain the impact of dangerous ingredients in cosmetics	<b>Criteria:</b> 0-100  <b>Form of Assessment :</b> Participatory Activities	model: direct teaching method: lecture, discussion, scientific approach assignments 2 X 50	model: direct teaching method: lecture, discussion, scientific approach assignments 2 x 50 minutes	<b>Material: - Bibliography:</b> <i>Ujang Sumarwan. 2003. consumer behavior. Jakarta: Ghalia Indonesia</i>	0%
14	Mastery of dangerous ingredients in cosmetics	1.explain knowledge about dangerous ingredients in 2.Explain the impact of dangerous ingredients in cosmetics	<b>Criteria:</b> 0-100  <b>Form of Assessment :</b> Participatory Activities	model: direct teaching method: lecture, discussion, scientific approach assignments 2 X 50	model: direct teaching method: lecture, discussion, scientific approach assignments 2 x 50 minutes	<b>Material: - Bibliography:</b> <i>Ujang Sumarwan. 2003. consumer behavior. Jakarta: Ghalia Indonesia</i>	0%
15	Mastery of dangerous ingredients in cosmetics	1.explain knowledge about dangerous ingredients in 2.Explain the impact of dangerous ingredients in cosmetics	<b>Criteria:</b> 0-100  <b>Form of Assessment :</b> Participatory Activities	model: direct teaching method: lecture, discussion, scientific approach assignments 2 X 50	model: direct teaching method: lecture, discussion, scientific approach assignments 2 x 50 minutes	<b>Material: - Bibliography:</b> <i>Celine Tri Siwi. 2009. consumer protection law. Jakarta: ray graphic</i>	0%
16		all materials 1 to 15	<b>Criteria:</b> UAS answer sheet	approach: scientific 2 X 50			0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	49.17%
2.	Project Results Assessment / Product Assessment	16.67%
3.	Portfolio Assessment	16.67%
4.	Test	12.5%
		95.01%

#### 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.

10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.