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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Crafts *	8321302043	Study Program Elective Courses	T=2	P=0	ECTS=3.18	2	January 9, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-5	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
	PLO-6	Skilled in designing and implementing learning tools in schools by prioritizing local wisdom and regional culture
	PLO-8	Creation of competency skills in the field of make-up including: Skin make-up, hair make-up, bridal make-up, and entrepreneurial insight
	Program Objectives (PO)	
	PO - 1	Able to understand craft concepts in the field of cosmetology
	PO - 2	Able to understand the concept of bridal gifts and skilled at making various forms of bridal gifts as well as decorating and arranging gifts during packaging
	PO - 3	Able to understand the concept of making souvenirs from soap and skilled at making various forms of souvenirs from soap
	PO - 4	Able to understand the concept of making hair ornaments and skilled at making various shapes of hair ornaments
	PO - 5	Able to understand the concept of making bridal dowries and be skilled at making bridal dowry shapes according to the area, either 2-dimensional or 3-dimensional
	PO - 6	Able to understand the concept of making accessories and skilled at making various forms of accessories
	PO - 7	Able to understand the concept of making tissue holder covers from velt or flannel
	PO - 8	Able to make various forms of parcels with various contents according to the occasion of the event
	PLO-PO Matrix	

P.O	PLO-5	PLO-6	PLO-8
PO-1	✔		
PO-2	✔		
PO-3			
PO-4		✔	
PO-5		✔	
PO-6			✔
PO-7		✔	
PO-8		✔	✔

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																	✔
PO-4																
PO-5																
PO-6																
PO-7																
PO-8																

Short Course Description	Conduct studies and provide an understanding of the theory of various handicraft products in the field of make-up and be skilled in practicing them. The discussion includes: theory and practice of bridal delivery, theory and practice of bridal dowries, making accessories, making hair ornaments, making souvenirs and the ability to arrange parcels. Learning is carried out by applying a problem-based learning model, an online learning method using the Google Meeting platform. Meet Link: https://meet.google.com/orb-vqyp-rvn

References	**Main :**	
	1. Setianty, Ratna & Stiasih.Tri. 2006. Kreasi Perhiasan Cantik. Jakarta: Puspa Swara 2. Utisal, Rivara. 2013. Kreasi Velt 3. Batik Keris. 2006. Penataan Parsel. Jakarta 4. Hardiana. 2009. Kreasi Antaran Pengantin. Jakarta: PT.Gramedia	
	Supporters:	
	1. Susanto. 2006. Kreasi Antaran Pengantin. Jakarta: PT. Gramedia 2. Hatori: Boneka Handuk	

Supporting lecturer	Dra. Arita Puspitorini, M.Pd. Nur Ilahi Anjani, S.Ked., M.Kes. Novia Restu Windayani, S.Pd., M.Pd.

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	Students are able to understand craft concepts in the field of cosmetology	1. Explain the basic concepts of crafts2. Explain the purpose of making craft items in the field of cosmetology	**Criteria:** Students get a mark if they have presented the assignment that has been discussed	Online learning methods, Problem based learning model, Discussion learning strategy, Giving assignments 2 X 50			0%
2	Students are able to understand the concept of bridal gifts and are skilled at making various forms of bridal gifts as well as decorating and arranging gifts during packaging	1. Explain the meaning and purpose of making bridal gifts. 2. Explain the materials and tools for making bridal gifts. 3. Explain the various forms of bridal gifts. 4. Explain the work steps for making bridal gifts from various shapes and materials. 5. Practice making bridal gifts. 6. Practice packaging methods	**Criteria:** Each aspect has an assessment weight of 20	Online Learning Method, Problem Based Learning Model, Discussion Learning Strategy, Giving practical assignments and presenting via video 2 X 50			0%

3	Students are able to understand the concept of bridal gifts and are skilled at making various forms of bridal gifts as well as decorating and arranging gifts during packaging	1. Explain the work steps for making bridal gifts from various shapes and materials. Practicing making bridal gifts. 3. Practice packaging methods	**Criteria:** Each aspect has an assessment weight of 20	Online Learning Method, Problem Based Learning Model, Discussion Learning Strategy, Giving practical assignments and presenting the results via 4 X 50 videos			0%
4	Students are able to understand the concept of making souvenirs from soap and are skilled at making various forms of souvenirs from soap	1. Explain the concept of making souvenirs from soap. 2. Explain the materials and tools used to make souvenirs from soap. 3. Explain the work steps for making souvenirs from soap. 4. Practice making souvenirs from soap.	**Criteria:** Students get a score of 90 if the souvenirs they make meet the specified assessment criteria	Online Learning Method, Problem Based Learning Model, Discussion Learning Strategy, Giving Practical Assignments and presenting the results via 2 X 50 videos			0%
5	Students are skilled at making various forms of souvenirs from soap	1. Practice making souvenirs from soap	**Criteria:** Students must fulfill three specified aspects or criteria and each criterion or aspect has a score of 30	Online Learning Method, Problem Based Learning Model, Practice results strategies are assessed via 4 X 50 videos			0%
6	Students are able to understand the concept of making Hair Ornaments and are skilled at making various shapes of Hair Ornaments	1. Explain the concept of making Hair Ornaments 2. Explain the materials and tools used to make Hair Ornaments 3. Explain the work steps for making Hair Ornaments 4. Practice making Hair Ornaments	**Criteria:** The assessment of the results of Hair Ornament practice must meet the four specified conditions and each condition has a value of 25	Online Learning Methods, Problem Based Learning Models, Discussion/Consultation Learning Strategies, 2 X 50 Performance Practices			0%
7	Students are skilled at making various forms of Hair Ornaments	Practicing making Hair Ornaments	**Criteria:** The assessment of the results of Hair Ornament practice must meet the four specified criteria and each criterion has a value of 23	Online learning methods, problem based learning models, discussion learning strategies, consultations, 4 X 50 performance practices			0%
8	Students are able to answer UTS questions correctly	A student's answer is considered correct if the answer is logically correct and correct	**Criteria:** Students get a score of 100 if they can answer five UTS questions correctly and accurately	2 X 50 Online Method			0%

9	Students understand the concept of making bridal dowries and are skilled at making bridal dowries according to design	1. Explain the concept of making a bridal dowry 2. Explain the materials and tools used to make a bridal dowry 3. Explain the work steps for making a bridal dowry 4. Practice making a bridal dowry	**Criteria:** The assessment of the results of the bridal dowry practice must meet four specified criteria and each aspect has a value of 25	Online learning method, 2 X 50 Problem Based Learning Model			0%
10	Students are skilled at making various forms of dowry, both 2-dimensional and 3-dimensional	1.. Practice making dowries in either 2 dimensions or 3 dimensions	**Criteria:** The assessment of the results of the bridal dowry practice must meet four specified criteria4 and each criterion has a value of 24	Online learning methods, individual performance practice, designs collected via Google Drive 4 X 50			0%
11	Students are able to understand the concept of making accessories and are skilled at making various forms of accessories such as bracelets, necklaces, brooches	1. Explain the concept of making accessories 2. Explain the materials and tools used to make accessories 3. Explain the work steps for making accessories 4. Practice making accessories	**Criteria:** Students get a score of 96 if they meet the specified criteria and each criterion has a score of 24	Online learning methods, Design discussions and presentations, 2 X 50 performance practices			0%
12	Students are skilled at making various forms of accessories from Monte, pearl and stone materials	The practice of making various accessories from monte, pearl and stone materials	**Criteria:** Students get a score of 96 if they fulfill the specified aspects and each aspect has a score of 24	Practice of making accessories from monte, pearl, 4 X 50 stone			0%
13	Students are able to understand the concept of making tissue box covers from velt or flannel and are skilled at making various shapes of tissue box covers from velt.	1. Explain the concept of making a tissue holder cover from velt material 2. Explain the materials and tools used to make a tissue holder lid from velt material 3. Explain the work steps for making a tissue holder lid from velt material 4. Practice making a tissue holder lid from velt material	**Criteria:** To get the maximum score (100), students must be able to fulfill four criteria, each criterion has a weight of 25 marks	Lectures, group discussions and practice 2 X 50			0%
14	Students are skilled at making various shapes of tissue holder covers from velvet or flannel	1. Practice making a tissue holder cover from velt material	**Criteria:** To get the maximum score (100), students must be able to fulfill four criteria, each criterion has a weight of 25 marks	Practice making 4 X 50 tissue box covers			0%

No							
15	Students are skilled at making various forms of parcels with various contents according to the event occasion	1.. Practice arranging parcels with various contents according to the occasion of the event	**Criteria:** Students get points if they fulfill four criteria, each criterion has a value of 24	Online Learning Method, Package design consulted and collected via Google Drive, Individual performance practice 2 X 50			0%
16			**Form of Assessment** : Project Results Assessment / Product Assessment	Students carry out UAS			0%

<u>**Evaluation Percentage Recap: Project Based Learning**</u>

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.