



**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>																																	
Cosmetology Decoration	8321303025		T=3 P=0 ECTS=4.77	3	September 1, 2022																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	Dra. Arita Puspitorini, M.Pd dan Dindy Sinta M, M.Pd		Dra. Arita Puspitorini		Nia Kusstianti, S.Pd., M.Pd.																																	
<b>Learning model</b>	Project Based Learning																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																					
	<b>PLO-7</b>	Able to apply skills in the field of cosmetology that support the field of cosmetology education																																				
	<b>PLO-8</b>	Creation of competency skills in the field of make-up including: Skin make-up, hair make-up, bridal make-up, and entrepreneurial insight																																				
	<b>Program Objectives (PO)</b>																																					
	<b>PLO-PO Matrix</b>																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">P.O</td> <td style="width: 10%;">PLO-7</td> <td style="width: 10%;">PLO-8</td> <td colspan="3"></td> </tr> </table>						P.O	PLO-7	PLO-8																												
	P.O	PLO-7	PLO-8																																			
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">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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<b>Short Course Description</b>	Conduct studies and provide an understanding of the theory of flower arrangements for various special occasions and for wedding decorations and be skilled in putting them into practice. The discussion includes: concept and mastery of flower arrangements for various occasions and for wedding decorations, theory and practice of Hand Bouquets, theory and practice of roncean jasmine for bridal accessories and accessories, making coconut leaf arrangements for wedding decorations, planning and arranging displays for make-up businesses, making flower arrangements for bridal vehicles and the ability to arrange various forms of wedding decorations from various regions in Indonesia. Learning is carried out by applying a direct learning model. The learning activity ends with each student clipping decoration material and assessing it using the assessment rubric that has been created																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Martin and Pegler. 1987. Visual Merchandising . New York: Fairchild</li> <li>2. Lusy Wahyudi. 2008. Panduan Merangkai Bunga . Jakarta: Gramedia</li> <li>3. Imelda Akmal. Flower at Home . Jakarta: Gramedia</li> <li>4. David Widjaya. 2007. Merangkai bunga segar . Surabaya: Tiara Aksa</li> <li>5. _____. 2009. Inspirasi Rangkaian Bunga Buah &amp; Sayur . Surabaya</li> <li>6. Daphne Vagg. 1993. Flower Arranging Course . London: Ebury Press</li> <li>7. S.B. Wahyudi. 2008. The Wedding Deco . Jakarta: Gramedia</li> <li>8. _____. 2007. The Wedding Deco Romantic Minimalist . Jakarta: Gramedia</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dra. Arita Puspitorini, M.Pd. Dindy Sinta Megasari, 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>																																	
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>																															

1	Students are able to understand the basic concepts of make-up decoration	1. Explain the basic concept of make-up decoration. 2. Explain the purpose of making make-up decoration	<b>Criteria:</b> Students get a score if they have collected the results of the discussion  <b>Form of Assessment :</b> Participatory Activities, Tests	Presentation, group discussion and reflection 3 X 50			3%
2	Students are able to understand the concept of flower arranging for various special occasions in make-up decoration	1.Explain the purpose of flower arranging 2.Explain the various forms of flower arrangements 3.Explains the basic principles and design principles of flower arranging 4.Explain the basic elements and design elements in flower arranging. 5..Explain the selection of materials and equipment used in arranging flowers for tables, for standing flowers and hand bouquets	<b>Criteria:</b> 1.Students get a score if they have collected the results of the discussion 2.and have presented  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Direct learning, group discussions and 3 X 50 presentations			5%
3	Students master the concept of flower arranging and are skilled in practicing flower arrangements for various occasions and for wedding decorations	1.Select and determine the type of flowers used in flower arrangements for special occasions 2.Select and determine the type of leaves used to arrange flowers for special occasions 3.Choose the equipment used for flower arranging 4.Compile a job sheet for flower arrangement practice 5.Practice arranging flowers according to a predetermined arrangement form	<b>Criteria:</b> Students get a score if they have practiced flower arranging and the results have been evaluated  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	MPL, 6 X 50 practical assignments			5%

4	Students are able to understand the concept of making hand bouquets.	<ol style="list-style-type: none"> <li>1.Explain the meaning of a hand bouquet</li> <li>2.Explain the various forms of hand bouquets</li> <li>3.Explain the materials and tools used in a series of hand bouquets</li> <li>4.Explain the techniques/steps for making hand flower arrangements or Hand Bouquets</li> <li>5.Determine the shape of the hand bouquet according to the bride's body size</li> </ol>	<p><b>Criteria:</b> Students get a score if they have collected the discussion results that have been presented</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation, group discussion and reflection on the shape of a 3 X 50 hand bouquet			4%
5	Students are able to master making hand bouquets.	<ol style="list-style-type: none"> <li>1. Determine the shape of the hand flower arrangement according to the bride's body posture that has been determined. Prepare a job sheet to practice hand flower arrangements according to the predetermined body posture of the bride and groom 3. Practice making hand flower arrangements or hand bouquets</li> </ol>	<p><b>Criteria:</b> Students get a score if they have collected the job sheet and assessed the practical results</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Practical assignment for hand flower arranging 6 X 50			4%
6	Students are able to understand the basic concepts and are able to master making jasmine arrangements for complete bridal accessories	<ol style="list-style-type: none"> <li>1.Explain the basic concept of making jasmine arrangements</li> <li>2.Explain the forms of jasmine arrangements for bridal accessories</li> <li>3.Explains the steps for making a series of jasmine tibo dodo, knitting/hair nets, and buntals</li> <li>4.Prepare a practical job sheet for making jasmine arrangements for complete bridal accessories</li> <li>5.Practice making jasmine arrangements for bridal accessories</li> </ol>	<p><b>Criteria:</b> Students get a score if they have collected a practice plan job sheet and are able to put it into practice</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation, group discussion and reflection 6 X 50			2%

7	Students are able to understand the basic concepts and are able to master making jasmine arrangements for complete bridal accessories	1. Determine the needs of jasmine that will be used to make a series of jasmine2. Determine the equipment that will be used to make the jasmine series 3. Prepare job sheets and hand outs 4. Can practice making a series of jasmine in the shape of a tibo dodo, knitted/hair net shape Can practice making a series of jasmine in the shape of a tibo dodo, in a knitted/hair net shape	<b>Criteria:</b> Students get a score if they have shown practical results  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Questions and answers, practical assignments 6 X 50			4%
8	Students can answer Mid-Semester Exam questions correctly and get maximum marks	-	<b>Criteria:</b> Students get a score of 100 if they can answer all UTS questions correctly and correctly  <b>Form of Assessment :</b> Participatory Activities, Tests	- 3 X 50			15%
9	Students master the concept and are skilled in making various forms of coconut leaf arrangements for make-up decoration	1. Determining the shapes of a series of leaflets 2. Determining the right and good choice of leaflets 3. Understanding the techniques for making leaflet shapes 4. Practice arranging leaflets	<b>Criteria:</b> Students get a score when they have finished and collect job sheets and evaluate practical results  <b>Form of Assessment :</b> Participatory Activities	Presentations, group discussions and reflections as well as practical assignments for stringing 6 X 50 coconut leaves			2%
10	Students are able to master the concept of display arrangement for make-up businesses and are skilled in putting it into practice	1. Plan the equipment and materials needed for the display2. Determine the place for display arrangement3. Installing decorations for the background 4. Arrange furniture for display5. Complete display arrangement practice	<b>Criteria:</b> Students get a score if they have presented the results of the practice carried out  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Practical assignments for arranging displays for various make-up businesses 6 X 50			4%
11	Students are able to understand and master the concept of making flower arrangements for wedding vehicles or cars	1. Explain examples of flower arrangement designs for bridal vehicles. 2 Explain techniques/steps for making flower arrangements for wedding cars	<b>Criteria:</b> Students get a score if they have collected the results of the presentation  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Presentation, group discussion and reflection as well as practical assignments for arranging flowers for 3 X 50 bridal vehicles			7%
12	Students are able to understand and master the concept of making flower arrangements for wedding vehicles or cars	1. Explain examples of flower arrangement designs for bridal vehicles. 2 Explain techniques/steps for making flower arrangements for wedding cars	<b>Criteria:</b> Students get a score if they have collected the results of the presentation  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Presentations, group discussions and reflections as well as practical assignments for arranging flowers for 6 X 50 bridal vehicles			0%

13	Students are able to understand and master the concept of making wedding decorations	1. Explain the various forms of wedding decorations in various regions in Indonesia 2. Characteristics of the forms of wedding decorations in various regions in Indonesia 3. Arrangement of wedding decorations	<b>Criteria:</b> Students get credit if they have collected the results of the discussion and have assessed their practical assignments  <b>Form of Assessment :</b> Practical Assessment, Practice/Performance	Presentations, group discussions and reflections as well as practical assignments for arranging wedding decorations from various regions in Indonesia 3 X 50		8%
14	Students are able to understand and master the concept of making wedding decorations	1. Explain the various forms of wedding decorations in various regions in Indonesia 2. Characteristics of the forms of wedding decorations in various regions in Indonesia 3. Arrangement of wedding decorations	<b>Criteria:</b> Students get a score if they have collected discussion results and presentation results  <b>Form of Assessment :</b> Practice / Performance	Presentations, group discussions and reflections as well as practical assignments for arranging wedding decorations from various regions in Indonesia 3 X 50		10%
15	Students master the arrangement of wedding decorations from various regions in Indonesia	1. Practice of arranging wedding decorations from various regions in Indonesia	<b>Criteria:</b> Students get a score if they have presented one form of the altar and have practiced it  <b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance	Presentations, group discussions and reflections as well as practical assignments for arranging wedding decorations from various regions in Indonesia 3 X 50		12%
16			<b>Form of Assessment :</b> Practice / Performance			15%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	22.66%
2.	Project Results Assessment / Product Assessment	15.66%
3.	Portfolio Assessment	7.33%
4.	Practical Assessment	4%
5.	Practice / Performance	41.33%
6.	Test	9%
		99.98%

#### 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.

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.