



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Hair Coloring	8321303094	Main MK Prodigy	T=3	P=0	ECTS=4.77	5	June 22, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Octaverina Kecvara Pritasari, S.Pd, M.Farm, Biyan Yesi Wilujeng, S.Pd, M.Pd		Octaverina Kecvara Pritasari, S.Pd. M.Farm			Nia Kusstianti, S.Pd., M.Pd.	

Learning model	Project Based Learning
----------------	------------------------

Program Learning Outcomes (PLO)	PLO study program that 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-7	Able to apply skills in the field of cosmetology that support the field of cosmetology education
	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
	PLO-12	Able to explain the principles of professionalism that support the field of cosmetology education including: skin beauty, hair beauty, bridal make-up, and entrepreneurship

Program Objectives (PO)	
PO - 1	Students are able to describe decorative cosmetics
PO - 2	Able to apply skills in the field of cosmetology that support the field of cosmetology education
PO - 3	Creation of competency skills in the field of make-up including: Skin make-up, Hair make-up, Bridal make-up, and entrepreneurial insight.
PO - 4	Students are able to color hair and determine hair coloring techniques according to client requests.

PLO-PO Matrix																										
	<table border="1"> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-7</th> <th>PLO-8</th> <th>PLO-12</th> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	P.O	PLO-5	PLO-7	PLO-8	PLO-12	PO-1					PO-2					PO-3					PO-4				
P.O	PLO-5	PLO-7	PLO-8	PLO-12																						
PO-1																										
PO-2																										
PO-3																										
PO-4																										

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> <th>13</th> <th>14</th> <th>15</th> <th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	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																
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																																																																																																						

Short Course Description This course discusses/studies the concepts of hair anatomy and physiology, density, hair disorders, history of coloring, color wheel, hydrogen peroxide, basic hair color, hair color after bleaching, target color, introduction to tools and materials, basic hair coloring, and design hair coloring. Then deepen it by practicing covering and coloring gray hair, hair bleaching, toning, color stripping techniques, and design hair coloring. The method used in achieving hair coloring courses is discussion, assignments and practice.

References	Main :	
		<ol style="list-style-type: none"> (1) Golbro. Alan. 2012.Hairdressing The Foundation sixth edition. United Stated of America: DelmarCengage Learning.4). Rostamallis, dkk. 2008. TataKecantikan Rambut Jilid 3. Depok: Cv. Arya Duta.(5).Sutanto, Kusumadewi. 2012. Pengetahuan dan Seni Tata Rambut Modern untukTingkat Mahir. Depok: Mutia Cipta Sarana.. 2). Gray. John. 2005. The World Of Hair Colour. British: Thomson Learning.
	Supporters:	

1. 3) Rangl. Deb. 1997. Hair Coloring, United States of America: Delm
2. 4). Rostamailis, dkk. 2008. Tata Kecantikan Rambut Jilid 3. Depok: Cv. Arya Duta.
3. .5). Sutanto, Kusumadewi. 2012. Pengetahuan dan Seni Tata Rambut Modern untuk Tingkat Mahir. Depok: Mutia Cipta Sarana.

Supporting lecturer Octaverina Kecvara Pritasari, S.Pd., M.Farm.
Biyani Yesi Wilujeng, 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	Able to describe hair as a hair coloring medium	<ol style="list-style-type: none"> 1.- Describe the structure of hair 2. Describe hair elasticity 3. Describe hair density 4. Analyze hair characteristics 5. Describe the history of hair coloring 6. Abnormalities that occur in the hair shaft and scalp 7. History of hair coloring from time to time 8. Describe. Purpose of Human Hair Coloring 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. <p>Form of Assessment : Participatory Activities, Tests</p>	3 X 50			0%
2	Able to describe the basic theory of hair coloring	<ol style="list-style-type: none"> 1.1. Students can correctly name color levels 2.2. Students can identify and explain the colors and reflection codes used in hair coloring 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. <p>Form of Assessment : Participatory Activities, Tests</p>		Synchronous learning; lectures, discussions 3x 50		2%

3	Able to describe single application hair coloring techniques	<p>1.1. Students can explain the name and function of each tool and cosmetics used in the hair coloring process</p> <p>2.2. Students are able to choose the right tools and cosmetics according to their function</p> <p>3.3. Students are able to use tools according to their function</p>	<p>Criteria:</p> <p>1.The assessment criteria are carried out by looking at aspects:</p> <p>2.1. Participation: carried out by observing student activities (weight 2)</p> <p>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</p> <p>4.3. UAS: carried out every semester to measure all indicators (weight 3)</p> <p>5.4. Task: carried out on each indicator (weight 3)</p> <p>6.Student Final Grade:</p> <p>7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</p> <p>Form of Assessment : Participatory Activities, Tests</p>		Model: MPK Method: Presentation and discussion Approach: Scientific 3 X 50		5%
4	Able to describe hair toning	<p>1.1. Students are able to explain the definition of single application coloring</p> <p>2.2. Students are able to explain the purpose of single application coloring</p> <p>3.3. Students identify what hair coloring techniques fall into the single application coloring category</p> <p>4.4. Students are able to identify the tools and cosmetics needed for single application coloring</p>	<p>Criteria:</p> <p>1.The assessment criteria are carried out by looking at aspects:</p> <p>2.1. Participation: carried out by observing student activities (weight 2)</p> <p>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</p> <p>4.3. UAS: carried out every semester to measure all indicators (weight 3)</p> <p>5.4. Task: carried out on each indicator (weight 3)</p> <p>6.Student Final Grade:</p> <p>7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</p> <p>Form of Assessment : Test</p>		Presentation, Discussion, Questions and Answers 3x 50		0%

5			<p>Criteria:</p> <p>1.1. Students are able to explain the purpose of toning procedures on the hair shaft</p> <p>2.2. Students are able to identify the tools and materials needed for toning procedures on the client's hair shaft</p> <p>3.3. Students are able to decide on the need for materials to be used based on the hair diagnosis that has been carried out</p> <p>4.4. Students are able to demonstrate the action of coloring using toning techniques correctly and in accordance with the target work time</p> <p>5.5. Students are able to apply K3 principles in the work area</p> <p>6.6. Students are able to prepare clients and prepare themselves well and appropriately</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance</p>	Practical, Project base 3 x 50		0%
---	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------	--	----

6	Able to cover and color gray hair	<ol style="list-style-type: none"> 1. 2.Describes the formula for covering and coloring gray hair 3.Describe the tools used in coloring gray hair 4.Describe the cosmetics needed for covering and coloring gray hair 5.Describe the steps for covering and coloring according to the percentage of gray hair on the client's head 6.Explain the technique for determining the percentage of gray hair 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6.Student Final Grade: 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. <p>Form of Assessment : Participatory Activities, Tests</p>		Model: MPK Method: Presentation and discussion Assignment to make a job sheet Practice assignment to make a report. Approach: Scientific 3 X 50		0%
7		<ol style="list-style-type: none"> 1.1. Students are able to explain the difference in purpose between coloring and covering gray hair 2.2. Students are able to choose the right tools and cosmetics for covering or coloring gray hair 3.3. Students are able to diagnose the percentage of gray hair on the client's head 4.4. Students are able to decide on the appropriate color to cover and/or dye gray hair 5.5. Students are able to make a formula to cover and color hair according to the percentage of gray hair 6.6. Students are able to apply K3 principles in the work area 7.7. Students are able to show a professional attitude when serving clients 	<p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance</p>	Practicum, Project based 3 x 50			0%

8	UTS	According to Indicators at meetings 1-7	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6.Student Final Grade: 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. <p>Form of Assessment : Test</p>		Written Test 2 x 50	<p>Material: Meetings 1-7</p> <p>References: (1) Golbro. Alan. 2012. <i>Hairdressing The Foundation sixth edition. United States of America: DelmarCengage Learning.</i>4).</p> <p>Rostamailis, et al. 2008. <i>Hair Beauty and Beauty Volume 3. Depok: Cv. Arya Duta.</i></p> <p>(5). Sutanto, Kusumadewi. 2012. <i>Knowledge and Art of Modern Hairdressing for Advanced Level. Depok: Mutia Cipta Sarana.</i></p>	10%
9	Be able to describe the double application method with frosting	<ol style="list-style-type: none"> 1.1. Be able to explain the purpose of undertone's action on the hair shaft 2.2. Students are able to identify what tools and cosmetics are needed to create an undertone level on the hair shaft 3.3. Students are able to demonstrate the creation of undertone levels 1-10 on the hair shaft 4.4. Students are able to categorize coloring results according to the correct undertone level 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6.Student Final Grade: 7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Project Group (Project Based Learning) 3 X 50			0%

10	Able to do artistic hair coloring with foiling	<p>1.1. Students are able to explain the definition of double application coloring</p> <p>2.2. Be able to explain the purpose of double application coloring</p> <p>3.3. Students are able to differentiate between each double application coloring technique</p>	<p>Criteria:</p> <p>1.The assessment criteria are carried out by looking at aspects:</p> <p>2.1. Participation: carried out by observing student activities (weight 2)</p> <p>3.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</p> <p>4.3. UAS: carried out every semester to measure all indicators (weight 3)</p> <p>5.4. Task: carried out on each indicator (weight 3)</p> <p>6.Student Final Grade:</p> <p>7.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Model: MPK Method: Presentation and discussion Assignment to make a job sheet Practice assignment to make a report. Approach: Scientific 3 X 50</p>		0%
11		<p>1.1. Students are able to explain the purpose of hair coloring using the highlighting technique</p> <p>2.2. Students are able to identify the right tools and cosmetics for the highlighting technique that will be created</p> <p>3.3. Students are able to diagnose the condition of the client's scalp and hair shaft</p> <p>4.4. Students are able to determine the technique and undertone level according to the expected target</p> <p>5.5. Students are able to make the right bleaching peroxide formula according to the coloring target</p> <p>6.6. Students are able to apply K3 principles in the work area. Students are able to demonstrate a professional attitude when serving clients</p>	<p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Group Project (Project Based Learning) 3 x 50</p>		0%

12	Students are able to create one of the hair coloring techniques using double application (balayage/peak a boo, free hand, etc.)	<ol style="list-style-type: none"> 1.1. Students are able to explain the purpose of hair coloring using the selected double application technique 2.2. Students are able to choose the right tools and cosmetics for the double application procedure 3.3. Students are able to diagnose the condition of the scalp and hair shaft 4.4. Students are able to decide on the appropriate color 5.5. Students are able to make the right formula according to the coloring target 6.6. Students are able to apply K3 principles in the work area 7.7. Students are able to show a professional attitude when serving clients 	Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	Project based Learning (Individual Project) 3 x 50		0%
13	Able to describe coloring techniques with the aim of correcting coloring results	<ol style="list-style-type: none"> 1.1. Students are able to document the results of the double application hair coloring that has been carried out 2.2. Students are able to identify problems or errors during previous practicum implementation 3.3. Students are able to assess the results of the hair coloring practical that has been carried out 4.4. Students are able to propose what corrective actions should be taken based on the evaluation of the work that has been carried out 	Criteria: <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: <ol style="list-style-type: none"> 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. Form of Assessment : Participatory Activities, Portfolio Assessment	Presentation and discussion 3 X 50		0%

14	Students are able to organize problems that may occur during the hair coloring process with the right technique	<ol style="list-style-type: none"> 1.1. Students are able to explain the problems that often arise during the hair coloring process 2.2. Students are able to identify the causes of failure or problems in hair coloring 3.3. Students are able to explain various techniques for dealing with overtones/undertones in hair coloring results, hair coloring results that are uneven, or do not match the client's characteristics 4.4. Students are able to decide on appropriate preventative or treatment measures to overcome problems during the hair coloring process 	Form of Assessment : Participatory Activities	Project Group (Project Based Learning) 3 x 50			0%
15	Students are able to organize problems that may occur during the hair coloring process with the right technique	<ol style="list-style-type: none"> 1.1. Students are able to explain the purpose of hair coloring using the selected double application technique 2.2. Students are able to choose the right tools and cosmetics for the double application procedure 3.3. Students are able to diagnose the condition of the scalp and hair shaft 4.4. Students are able to decide on the appropriate color 5.5. Students are able to make the right formula according to the coloring target 6.6. Students are able to apply K3 principles in the work area 	Criteria: Attitude and Performance Assessment Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	Project Group (Project Based Learning) 3 x 50			0%

16	UAS	According to meeting indicators 1-15	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. <p>Form of Assessment : Test</p>	End of Semester Exam 2 x 50	<p>Material: Meetings 9-15</p> <p>References: (1) Golbro. Alan. 2012. <i>Hairdressing The Foundation sixth edition. United States of America: DelmarCengage Learning.</i></p> <p>4). Rostamailis, et al. 2008. <i>Hair Beauty and Beauty Volume 3. Depok: Cv. Arya Duta.</i></p> <p>(5). Sutanto, Kusumadewi. 2012. <i>Knowledge and Art of Modern Hairdressing for Advanced Level. Depok: Mutia Cipta Sarana.</i></p>	0%
----	-----	--------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	3.5%
2.	Test	13.5%
		17%

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.