								Document Code
	Universitas Negeri Surabaya **Faculty of Engineering** **Bachelor of Fashion Education Study Program**							

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Fashion Basics	8321202105	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	1	July 17, 2024
AUTHORIZATION	**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
	Prof. Dr. Marniati, S.E, M.M		Peppy Mayasari, S.Pd, M.Pd			Imami Arum Tri Rahayu, S.Pd., M.Pd.	

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**																	
	PLO-6	Skilled in collaborating and communicating effectively in the field of fashion design																
	PLO-8	Skilled in applying scientific concepts of fashion design in developing regional cultural innovation and creativity																
	PLO-10	Skilled in designing, carrying out research, analyzing and implementing research results in the field of fashion education and fashion skills competency																
	Program Objectives (PO)																	
	PLO-PO Matrix																	
		P.O	PLO-6	PLO-8	PLO-10													
	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

Short Course Description	This course examines the basic concepts of fashion design, introduction to types and types of clothing, use and care of clothing, ethics & aesthetics of clothing use. The practice of making home clothing by applying ready-made patterns. The lectures are carried out using a cooperative approach to individual and classical learning using Google Meet media and social media which is equipped with the use of projection media in the form of multimedia (LCD) as well as giving assignments within the scope of practice and analyzing the use and maintenance of clothing.

References	**Main :**	
	1. Duke, Radolf. 2006. Look A Guide To Dressing from The Inside Out. New York: Publishing Group A division of Random House Inc 2. Frigs, Gini Stephen, 2002. Fashion From Concept To Consumer. New Jersey: Pearson Education, Inc. Upper Saddle River 3. Indonesia Indah, Busana Tradisional. Yayasan Harapan Kita/BP 3 TMII 4. Tate, Sharon Lee, 2004. Inside Fashion Design Fifth Edition. New Jersey: Pearson Education Inc Upper Saddle River. 5. Walford, Jonathan. 2013. Sixties Fashion from "Less is More" To Youthquake. United Kingdom: Toopan Leefung Printing Co.Ltd	
	Supporters:	

Supporting lecturer	Prof. Dr. Marniati, S.E., M.M. Peppy Mayasari, 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	Understand the basic concepts of clothing, recognition of types and types of clothing	Explain the basic concepts of clothing	**Criteria:** 1-100 **Form of Assessment** : Participatory Activities	Learning model: Cooperative Learning Learning method: discussion and assignments Approach: Scientific 2 X 50		**Material:** basic concepts of fashion **Reference:** *Frigs, Gini Stephen, 2002. Fashion From Concept To Consumer. New Jersey: Pearson Education, Inc. Upper Saddle River*	5%
2	Understand the basic concepts of clothing, recognition of types and types of clothing	Explain the type of clothing	**Criteria:** 1-100 **Form of Assessment** : Participatory Activities, Tests	Learning model: Cooperative Learning Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** introduction to types and types of clothing **Reference:** *Tate, Sharon Lee, 2004. Inside Fashion Design Fifth Edition. New Jersey: Pearson Education Inc Upper Saddle River.*	5%
3	Understand the basic concepts of clothing, recognition of types and types of clothing	Explain the various types of clothing	**Criteria:** 1-100 **Form of Assessment** : Participatory Activities, Portfolio Assessment	Learning model: Cooperative Learning Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** types and types of clothing **Library:** **Material:** types and types of clothing **Reference:** *Tate, Sharon Lee, 2004. Inside Fashion Design Fifth Edition. New Jersey: Pearson Education Inc Upper Saddle River.*	2%
4	Have knowledge and skills in wearing and caring for clothing	Explains techniques for wearing clothing based on: place, time and occasion	**Criteria:** 1-100 **Form of Assessment** : Participatory Activities, Practice/Performance	Learning model: Cooperative Learning Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** caring for clothes **Reference:** *Frigs, Gini Stephen, 2002. Fashion From Concept To Consumer. New Jersey: Pearson Education, Inc. Upper Saddle River*	2%
5	Have knowledge and skills in wearing and caring for clothing	Analyze types and kinds of clothing based on occasions	**Criteria:** 1-100 **Form of Assessment** : Participatory Activities, Tests	Learning model: Cooperative Learning Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** wearing and caring for clothes **Reference:** *Frigs, Gini Stephen, 2002. Fashion From Concept To Consumer. New Jersey: Pearson Education, Inc. Upper Saddle River*	5%

6	Have knowledge and skills in wearing and caring for clothing	Skilled in caring for clothing according to the type and type of clothing	**Criteria:** 1-100 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Learning model: Direct Instruction Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** skills in wearing and caring for clothes **Reference:** *Frigs, Gini Stephen, 2002. Fashion From Concept To Consumer. New Jersey: Pearson Education, Inc. Upper Saddle River*	5%
7	Have knowledge and skills in wearing and caring for clothing	Practice analyzing the use of work clothing	**Criteria:** 1-100 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	Learning model: Direct Instruction Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** Practice of analyzing work clothing. **Reference:** *Beautiful Indonesia, Traditional Clothing. Harapan Kita Foundation/BP 3 TMII* **Material:** Practice of analyzing work clothing. **References:** *Duke, Radolf. 2006. Look A Guide To Dressing from The Inside Out. New York: Publishing Group A division of Random House Inc*	5%
8	UTS			2 X 50			20%
9	Skilled in applying ethics and aesthetics in wearing clothing	Explain the concept of ethics in clothing	**Criteria:** 1-100 **Form of Assessment** : Participatory Activities, Tests	Learning model: Direct Instruction Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** ethics and aesthetics **Literature:** *Beautiful Indonesia, Traditional Clothing. Harapan Kita Foundation/BP 3 TMII*	5%
10	Skilled in applying ethics and aesthetics in wearing clothing	Explain the concept of aesthetics in clothing	**Criteria:** 1-100 **Form of Assessment** : Participatory Activities, Tests	Learning model: Direct Instruction Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** aesthetics in wearing clothing **Reference:** *Tate, Sharon Lee, 2004. Inside Fashion Design Fifth Edition. New Jersey: Pearson Education Inc Upper Saddle River.*	2%

No							
11	Skilled in applying ethics and aesthetics in wearing clothing	Explain ethics and aesthetics in wearing national clothing	**Criteria:** 1-100 **Forms of Assessment** : Participatory Activities, Practical Assessment, Practical / Performance	Learning model: Direct Instruction Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** wearing national clothing **Reference:** *Beautiful Indonesia, Traditional Clothing. Harapan Kita Foundation/BP 3 TMII*	2%
12	Skilled in applying ethics and aesthetics in wearing clothing	Explain ethics and aesthetics in wearing fashion internationally	**Criteria:** 1-100	Learning model: Direct Instruction Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** international fashion use **Reference:** *Frigs, Gini Stephen, 2002. Fashion From Concept To Consumer. New Jersey: Pearson Education, Inc. Upper Saddle River*	2%
13	Skilled in applying ethics and aesthetics in wearing clothing	Skilled in analyzing career women's work attire	**Criteria:** 1-100 **Form of Assessment** : Participatory Activities, Tests	Learning model: Direct Instruction Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** career women's work clothes **References:** *Walford, Jonathan. 2013. Sixties Fashion from*	3%
14	Skilled in applying ethics and aesthetics in wearing clothing	The practice of assessing the use of clothing for special occasions	**Criteria:** 1-100 **Form of Assessment** : Participatory Activities, Tests	Learning model: Direct Instruction Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** clothing for special occasions **Reader:** *Walford, Jonathan. 2013. Sixties Fashion from*	2%
15	Skilled in applying ethics and aesthetics in wearing clothing	Practice analyzing the use of fashion accessories	**Criteria:** 1-100 **Form of Assessment** : Participatory Activities, Practice/Performance	Learning model: Direct Instruction Learning method: lecture, discussion and assignments Approach: Scientific 2 X 50		**Material:** use of fashion accessories **Reader:** *Duke, Radolf. 2006. Look A Guide To Dressing from The Inside Out. New York: Publishing Group A division of Random House Inc*	2%
16	Final exams	UAS		2 X 50			30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	23.01%
2.	Project Results Assessment / Product Assessment	3.34%
3.	Portfolio Assessment	1%
4.	Practical Assessment	2.34%
5.	Practice / Performance	4.34%
6.	Test	11%
		45.03%

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.