



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

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Fashion Pattern Construction	8321203053		T=3 P=0 ECTS=4.77	0	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Imami Arum Tri Rahayu, S.Pd., M.Pd.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 30px;">P.O</td> </tr> </table>	P.O																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																	
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td><td style="width: 20px;">5</td><td style="width: 20px;">6</td><td style="width: 20px;">7</td><td style="width: 20px;">8</td><td style="width: 20px;">9</td><td style="width: 20px;">10</td><td style="width: 20px;">11</td><td style="width: 20px;">12</td><td style="width: 20px;">13</td><td style="width: 20px;">14</td><td style="width: 20px;">15</td><td style="width: 20px;">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																		

Short Course Description	Study and understand the basic concepts of fashion patterns based on age including definitions, functions, types, history of fashion patterns, tools and materials for making fashion patterns, sizes and methods of measuring a model's body, various methods of drawing patterns from within and outside the country, as well as the concept of breaking up simple patterns. Training in skills in making basic clothing patterns based on age and gender in 1:4 scale sizes and/or actual size as well as breaking up simple patterns. Learning is carried out by applying a constructivist approach, including discussions, problem solving, individual and group skills training, assignments, and making final reports. Assessments consist of theory, practice, performance and portfolio tests
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References	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Muliawan, Porrie. (2003).Konstruksi PolaBusana Wanita.Jakarta: BPK GunungMulia</li> <li>2. Muliawan, Porrie. (2004).Analisa Pecah Pola Busana Wanita.Jakarta: BPK Gunung Mulia</li> <li>3. PSMI. (2005).BukuPelajaranPotong Memotong PakaianSistimPSMI, Tingkat pertama. Surabaya:PSMI PusatSurabaya</li> <li>4. PSMI. (1988).KitabPelajaran Memotong Pakaian, Tingkat Ketiga (Ahli Mode).Surabaya:PSMI PusatSurabaya</li> <li>5. Aldrich, Winifred. (2004).Metric Pattern Cuttingfor Children wear. London: Blackwell Publishing.</li> <li>6. Aldrich, Winifred. (1999).Metric Pattern Cuttingfor Women 19swear. London: Blackwell Publishing.</li> <li>7. Haris, D. I. (1986).Pelajaran Praktis Membuat Pola dan Menjahit Pakaian Wanita dan Anak. Jakarta: Patria</li> <li>8. Njoo Hong Hwie. (2004).Mengukur Menggambar Memotong dan Menjahit Pakaian Jilid</li> <li>9. Semarang: PT. Mandira.</li> <li>10. Armstrong, H. J. (2000).Patternmaking for fashion Design1. New York: Prentice Hall.</li> </ol> <p><b>Supporters:</b></p>
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Supporting lecturer	ANNEKE ENDANG KARYANINGRUM Dr. Lutfiyah Hidayati, S.Pd., M.Pd.
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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 understand the basic concepts of fashion patterns	1. Explain the definition of fashion patterns. 2. Distinguish between two and three dimensional clothing patterns. 3. Explain the purpose and benefits of the pattern. 4. Explain the characteristics of pattern tools and materials. 5. Explain the development of fashion patterns from time to time. 6. Identify the parts of the pattern 7. Draw the signs of the clothing pattern. 8. Differentiate between several pattern making methods based on their characteristics. 9. Explain body size and how to measure	<b>Criteria:</b> 1.1. 10 2.2. 10 3.3. 10 4.4. 10 5.5. 10 6.6. 10 7.7. 10 8.8. 10 9.9. 10 10.10. 10 11.TOTAL 100	Group discussion presentation and reflection 6 X 50			0%
2							0%
3	Students are able to make basic patterns of women's clothing (PSMI Porrie Method and Dressmaking)	- Explaining the characteristics of the Porrie PSMI and Dressmaking method patterns - Making basic patterns for the Porrie method - - Making basic patterns for the PSMI method - - Making basic patterns for the Dressmaking method - - Checking the results of making women's basic patterns.	<b>Criteria:</b> 1.1. score 15 2.2. score 30 3.3. score 30 4.4. score 25 5.total score 100	Discussion of assignments and exercises (QUIZ) 9 X 50			0%
4							0%
5							0%
6	Students are able to make basic patterns for baby and children's clothing	- Explain the body size of babies and children. - Make basic patterns for baby clothes (0-1 years) in construction - - Make basic patterns for children's clothes (2-12 years) in construction	<b>Criteria:</b> 1.1. score 10 2.2. score 10 3.3. score 20 4.4. score 20 5.5. score 20 6.6. score 20 7.Total score 100	Group discussion (Mentorship) 3 X 50			0%
7	Master the final abilities of points 1-3	Master the final abilities of points 1-3	<b>Criteria:</b> attached	cognitive and practical tests (individual) 3 X 50			0%

8	Students are able to identify the advantages and disadvantages of women's basic patterns using the Porrie PSMI and Dressmaking methods through basic pattern trial activities through the practice of making TOILE	- Make women's clothing patterns using the Porrie PSMI method and Dressmaking according to model size - Make toiles for women's clothing patterns using the Porrie PSMI method and Dressmaking according to model size - Identify the advantages and disadvantages of Porrie patterns. - Identifying the advantages and disadvantages of the PSMI pattern - Identifying the advantages and disadvantages of the Dressmaking pattern - Finding solutions to correct the shortcomings of the Porrie PSMI and Dressmaking method patterns	<b>Criteria:</b> 1.5 2.5 3.25 4.5 5.5 6.25 7.5 8.5 9.20 10.Total score 100	Project based Learning 6 X 50			0%
9							0%
10	Students are able to create patterns of fast pleated transfers and decorative lines	- Explaining the concept of drawing/analysis of fashion design regarding the location of appropriate pleats and decorative lines - Creating patterns for transferring appropriate pleats according to understanding the image - Creating patterns of various decorative lines according to understanding the image	<b>Criteria:</b> 1.5 2.10 3.5 4.10 5.30 6.40 7.Total score 100	Discussion of exercises and assignments 6 X 50			0%
11							0%
12	Students are able to create patterns for women's casual clothing	- Explaining the characteristics of casual clothing - Showing examples of women's casual clothing designs - Explaining the concept of drawing women's casual clothing - Creating patterns for women's casual clothing according to design	<b>Criteria:</b> 1.1.score 10 2.2. score 10 3.3. score 10 4.4. score 10 5.5. score 60 6.Total score 100	Discussion of assignments and exercises 1 X 1			0%
13							0%

14	Students are able to make TOILE break the pattern of casual clothing	- Creating casual clothing patterns according to model size - Evaluating practice results through fitting toile on the model - Correcting errors in toile results	<b>Criteria:</b> 1.1. Score 10 2.2. Score 10 3.3. Score 20 4.4. Score 30 5.5. Score 15 6.6. Score 15 7.Total score 100	Discussion of assignments and exercises 6 X 50			0%
15							0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.