



**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																																
Consumer Education	8321202078		T=2 P=0 ECTS=3.18	5	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																	
	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																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
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Short Course Description	Mastering knowledge about consumer behavior towards production results related to the clothing sector, forms of services and their application in fulfilling human needs, especially clothing. The discussion includes: basic understanding, characteristics, behavior, rights and obligations, as well as consumer protection, quality standardization, labels and packaging, advertising, patents, and forms of service delivery. The learning strategy is carried out by applying a constructivist approach, learning activities are provided by lectures, discussions, giving assignments individually and in groups. Evaluation is carried out by making written reports, written tests, and performance tests.																																				
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main :																																				
	<ol style="list-style-type: none"> 1. Alma, Buchari. 2005. Manajemen Pemasarandan Pemasaran Jasa. Bandung: CV Alfabeta. 2. Engel, James F. 2005. PerilakuKonsumen. Jakarta: Binarupa Aksara. 3. Lubis, Sri Patun. 2003. Pendidikan Konsumen. Jakarta: Depdikbud. 4. Syawali, Husni dan Imaniyati, Neni Sri. 2000. Hukum PerlindunganKonsumen. Bandung: Mandar Maju5. 5. Sutisna, 2003, Perilaku Konsumen, & Komunkasi Pemasaran, Bandung,PT. Remaja Rosdakarya 6. Peter Cheverton, 2004, Manajemen Merek, Jakarta, PT. Elex MediaKomputindo 7. Undang -Undang RI tentang Perlindungan Konsumen, 2002, Bandung, Citra Umbara 8. Dr. AA. Anwar Prabu M, 2002, Perilaku Konsumen, Bandung, Refika Aditama 9. Leon Schiffman, Leslie LazarKanuk, Perilaku Konsumen edisi 7, 2008, Jakarta, PT. Indeks 																																				
	Supporters:																																				
Supporting lecturer	JUHRAH SINGKE Drs. Ec. Mein Kharolis, M.SM.																																				
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 the basic concepts of Consumer Education	a. Explain the meaning of consumer education b. Discuss the goals of consumer education c. Discuss the benefits of consumer education d. Explain the scope of consumer education e. Explain the classification of consumers	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation looking for library sources and other references discussion and reflection 2 X 50			0%
2	Students are able to understand the relationship between economics and consumer education	a. Explain the meaning of economics b. Discuss human needs c. Explaining goods and services d. Discuss the relationship between economics and consumer education	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation on searching for library sources and other references and giving assignments 2 X 50			0%
3	Students are able to understand the relationship between economics and consumer education (Continued)	a. Explain the meaning of economics b. Discuss human needs c. Explaining goods and services d. Discuss the relationship between economics and consumer education	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation on searching for library sources and other references and giving assignments 2 X 50			0%
4	Students are able to understand theories about consumption	a. Explain the meaning of consumption b. Discuss the factors that influence consumption patterns c. Determining the scale of needs d. Prepare a household budget	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation on searching for library sources and other references and giving assignments 2 X 50			0%
5	Students are able to understand knowledge about goods and services	a. Discussing goods and services b. Explain the types of human needs c. Discuss the criteria for goods and services. d. Determine the scale of needs, especially clothing.	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation looking for library sources and other references giving assignments and practice 2 X 50			0%
6	Students are able to understand knowledge about the Scale of Needs	Determining the scale of living needs	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation looking for library sources and other references giving assignments and practice 2 X 50			0%

7	Students are able to understand consumers as buyers	a. Explain the meaning of purchasing b. Discuss purchasing motives c. Discuss buying habits d. Explain the places of purchase. e. Discuss purchasing methods	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation on searching for library sources and other references and giving assignments 2 X 50			0%
8	Students can answer questions about the Midterm Exam	Students get good grades	Criteria: 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)	Independent study 2 X 50			0%
9	Students are able to understand consumer protection	a. Explain the meaning of consumer protection b. Explain consumer protection laws c. Explain consumer rights d. Explain consumer obligations e. Explain about consumer protection institutions.	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation on searching for library sources and other references and giving assignments 2 X 50			0%
10	Students are able to understand knowledge about the requirements for packaging goods and services	a. Explain the various requirements for goods and services b. Explain the meaning of packaging c. Explain the function of packaging d. Explain the types of packaging e. Explain packaging requirements.	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation on searching for library sources and other references and giving assignments 2 X 50			0%
11	Mastery of knowledge about product brands/brands	a. Explain the meaning of brand b. Explain the function of the brand c. Explain the product brand requirements	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation on searching for library sources and other references and giving assignments 2 X 50			0%
12	Students are able to understand knowledge about the requirements for goods and services: product labels	a. Explain the meaning of labels b. Explain the function of labels c. Explain label requirements and laws	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation on searching for library sources and other references and giving assignments 2 X 50			0%

13	Students are able to understand knowledge about advertising	a. Explain the meaning of advertising b. Discuss the function of advertising c. Classify the types of advertising	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation on searching for library sources and other references and giving assignments 2 X 50			0%
14	Students are able to understand knowledge about Advertising Law	Explains advertising requirements and laws	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation on searching for library sources and other references and giving assignments 2 X 50			0%
15	Students are able to understand knowledge about services	a. Explain the meaning of services b. Discuss the types of services c. Forms of service delivery	Criteria: 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2)	Presentation on searching for library sources and other references and giving assignments 2 X 50			0%
16	Write a paper about the influence of conflict in relation to stress at work.	1. Explain the occurrence of conflict at work. 2. Explain the influence of stress caused by conflict at work.	Criteria: Full marks if the prototype created meets all criteria.	Discussions, assignments, presentations. 2 X 50			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.

