	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
Embroidery II	8321202010		T=2	P=0	ECTS=3.18	6	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

P.O

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 embroidery (understanding, history, purpose, tools and materials), embroidery design (sources, basic embroidery design motifs and basic principles of embroidery design), embroidery machine operations, basic embroidery techniques (straight stitch, esek stitch, sand stitch , setikloncat), openwork, designer and capable of operating semi-automatic embroidery (Computerized Embr oidery). Working on embroidery techniques on finished products such as clothing accessories, accessories, household clothing. Learning is carried out using a scientific approach. Practical activities use the project base learning learning model to create motif designs, color combinations and embroidery techniques on clothing, clothing accessories, house wear. (household linens).
References	**Main :**

1. Hasyim,Heny. 2009. Bordir Aplikasi. Surabaya: Jiara Aksa
2. Kriswati,Enny. 2010. Seni Bordir. Bandung : Humaniara Utama Press.
3. Singer.Instruction for art Embroidery and lace work. New York.
4. Suhersono,Hery. 2011. Mengenal lebih dalam bordir lukis. Jakarta : Dian Rakyat.
5. Suhersono,Hery. 2005. Desain bordir motif Geometris. Jakarta : Gramedia Pustaka Utama.
6. Suhersono,Hery. 2004. Desain bordir motif kerancang, tepi dan lengkung. Jakarta :Gramedia Pustaka Utama.
7. Suhersono,Hery. 2004. Desain bordir motif flora & dekoratif. Jakarta : GramediaPustaka Utama.
8. Wancik,Tresna Jero. 2000. Adikriya Sulam Indonesia (Indonesian Embroidery Heritage).Jakarta : Yayasan Sulam Indonesia.
9. Computerized Embroidery Machine Operation manual by brother. China.

Supporters:	
Supporting lecturer	ANNEKE ENDANG KARYANINGRUM Dr. Yuhri Inang Prihatina, S.Pd., M.Sn. Ma'rifatun Nashikhah, 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	Students understand the basic concepts of embroidery	Explain the meaning of embroidery Explain the history of embroidery Explain the purpose and benefits of embroidery Identify embroidery tools and materials Explain the principles of 2-dimensional and 3-dimensional embroidery Identify the differences between 2-dimensional and 3-dimensional embroidery	**Criteria:** 1-100	Learning Model: Cooperative Learning Learning method: Lecture, discussion, observation Approach: Scientific 3 X 50			0%
2	Students are able to operate an embroidery machine	1. Explain the steps for operating an embroidery machine. 2. Try running the embroidery machine on the fabric according to the steps 3. Preparing for the embroidery process (rolling thread, attaching thread, attaching hem)		Learning Model: Direct Instruction Learning method: discussion, assignments and exercises Approach: Scientific 3 X 50			0%
3	make basic embroidery stitches	1. Make various basic embroidery stitches: straight stitch, esek, sand/uter, skip/cover) 2. make various edge shapes according to the basic stitches	**Criteria:** 1-100	Learning Model: Direct Instruction Learning method: Demonstration, assignments and exercises Approach: Scientific 3 X 50			0%
4	Students are able to embroider in openwork and design techniques	1. Explains with examples of openwork embroidery techniques 2. Demonstrate embroidery design techniques. 3. Embroider 5 kinds of embroidery design techniques	**Criteria:** 1-100	Learning Model: Direct Instruction Learning method: Demonstration, assignments and exercises Approach: Scientific 3 X 50			0%
5	Students are able to embroider velvet and stitches	Explains various kinds of Velvet and stitch embroidery Explains and gives examples of how to make Velvet and stitch embroidery Make various types of Velvet and stitch embroidery according to design	**Criteria:** 1-100	Learning Model: Direct Instruction Learning method: Demonstration, assignments and exercises Approach: Scientific 3 X 50			0%

6	Students are able to embroider 2-dimensional applications and incrustations	1. Explain with examples of embroidery 2 Dimensional Applications and incrustation 2. Demonstrate embroidery 2 Dimensional Applications and incrustation 3. Embroider various types of embroidery 2 Dimensional Applications and incrustation	**Criteria:** 1-100	Learning Model: Direct Instruction Learning method: Demonstration, assignments and exercises Approach: Scientific 3 X 50			0%
7	Students are able to embroider 3D applications and roses	1. Explains with examples of 3-Dimensional embroidery applications and roses 2. Demonstrating 3-Dimensional embroidery and mawa applications 3. Embroidery various kinds of 3-Dimensional embroidery applications and roses	**Criteria:** 1-100	Learning Model: Direct Instruction Learning method: Demonstration, assignments and exercises Approach: Scientific 3 X 50			0%
8	UTS		**Criteria:** 1-100	practice 3 X 50			0%
9	Students are able to apply computer embroidery techniques with the Wilcom program.	Make an embroidery design plan using the Wilcom program (stylization of flora and fauna shapes). Operate the Wilcom program according to the available tools. Embroider the embroidery design using the Wilcom program.	**Criteria:** 1-100	Learning Model: Direct Instruction, project base learning Learning method: Demonstration, assignments and exercises Approach: Scientific 3 X 50			0%
10	Students are able to operate portable computer embroidery	1. Explain the operation of portable computer embroidery 2. operating portable computer embroidery 3. Making portable computer embroidery fragments from Wilcom designs	**Criteria:** 1-100	Learning Model: Direct Instruction, project based learning Learning method: Demonstration, assignments and exercises Approach: Scientific 3 X 50			0%
11	Students are able to create embroidery design concepts and plan products	1. Make plans for embroidery design concepts and plan products 2. Create designs for product embodiment	**Criteria:** 1-100	Learning Model: Direct Instruction, project base learning Learning method: Demonstration, assignments and exercises Approach: Scientific 3 X 50			0%

12	Students are able to compile portfolios and make embroidery motifs	1.Create a portfolio plan 2.Make embroidery motifs	**Criteria:** 1-100	Learning Model: Direct Instruction, project base learning Learning method: Demonstration, assignments and exercises Approach: Scientific 3 X 50			0%
13	Students are able to create embroidery products	1.Make products according to design 2.Finishing the product bord	**Criteria:** 1-100	Learning Model: Direct Instruction, project base learning Learning method: Demonstration, assignments and exercises Approach: Scientific 9 X 50			0%
14	Students are able to create embroidery products	1.Make products according to design 2.Finishing the product bord	**Criteria:** 1-100	Learning Model: Direct Instruction, project base learning Learning method: Demonstration, assignments and exercises Approach: Scientific 9 X 50			0%
15	Students are able to create embroidery products	1.Make products according to design 2.Finishing the product bord	**Criteria:** 1-100	Learning Model: Direct Instruction, project base learning Learning method: Demonstration, assignments and exercises Approach: Scientific 9 X 50			0%
16	US		**Criteria:** 1-100	books 1,2,3,4, 5 and 9 3 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.