

Universitas Negeri Surabaya Faculty of Engineering Bachelor of Fashion Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses			0005					Credit Weight				0	SEMESTER Compilation					
Courses			CODE			urse mily		C	red	it We	ight		SE	MEST	ER	Con Date		ion
Monumental Textiles			8321202165	5			Т	[=2	P=0	ECTS	5=3.18		5		July	17, 2	:024	
AUTHORIZA	ΓΙΟΝ		SP Develop	loper				Course Cluster Coordinator			Stu	Study Program Coordinator		ator				
			Dr. Inty Nahari, S.Pd., M.Ds.					Dr. Inty Nahari, S.Pd., M.Ds.					Imami Arum Tri Rahayu, S.Pd., M.Pd.			u,		
	-														o.r u.,			
Learning model	Project Based	d Learn	iing															
Program Learning	PLO study p	rogran	n that is ch	arged to tl	пе соц	urse												
Outcomes (PLO)	PLO-5	Have discip	a profession line, honesty	al attitude a , responsib	s an e ility an	ducato d coop	or and peratio	d pra on.	actiti	oner i	in the f	ield of	fash	ion de	sign w	/hich i	nclud	es
	PLO-8	.0-8 Skilled in applying scientific concepts of fashion design in developing regional cultural innovation an creativity								and								
	PLO-9	Skilled dress	d in compete maker, and fa	ncy skills in ashion craft	the fie s with	eld of f an ent	ashio trepre	n in eneu	clud ırial	ing: fa persp	ashion ective	desigi	ner, p	attern	ı make	er and		
	PLO-11	Have educa	an understar ation	nding of peo	lagogi	cal and	d prof	fess	iona	l cono	cepts th	nat su	oport	the fie	eld of t	fashio	n	
Program Objectives (PO)																		
	PO - 1	Stude	dents master the concept of monumental textiles by utilizing learning resources and ICT															
	PO - 2		nts have the ding to the su							s in tl	he pro	cess	of m	aking	monu	imenta	al tex	tiles
	PO - 3		nts have the n structures.	ability to cr	eate n	nonum	ental	tex	tiles	acco	rding to	o struc	tural and surface principles and					
	PO - 4	Stude organi	nts have a re ization's work	esponsible < results in a	attitude accord	e in th ance v	eir ov vith a	wn v sse	work ssm	and ent st	can be andard	e giver ls	n responsibility for achieving the					
	PLO-PO Mat	rix																
			P.O	PLC	D-5		PL	PLO-8 PLO-9		PLO-11								
			PO-1															
			PO-2															
			PO-3															
			PO-4															
	PO Matrix at the end of each learning stage (Sub-PO)																	
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			P.0	1 2 3	3 4	5	6	7	8	We 9	ек 10	11	12	13	14	15	16	+
		PC	D-1															1
		PC																1
		PC)-3															1
		PC)-4															1
							L		I	1 1							I	L

Short Course Descript	tion	Understanding of the principles of monumental textiles in making new textile products in structural design and surface using knitting, tapestry, macrame, crushing and fullness, folding and relief, and batik techniques.								
Referen	ces	Main :								
2. 2. Ondori. 19 3. 3. Hiatt, June 4. 4. White, Ra Creative Pro			lori. 1984. Gorgeou tt, June Hemmons. ite, Rachael. 2022. ve Projects of Macr	s Crochet Laces.Toky 2012. The Principles	vo: Ondori of Knitting ers: A Cor ublished.	j. New York: Touchstone. nplete Guide to Learn ab		chniques, and		
		Supporters:								
		2. 7. Kaf Fabric	ka, J. Francis. 197 s. New York: Dover	s Digest. 1981. Complete Guide to Needlework. Reader's Digest Association, Incorporated. Francis. 1973. Batik, Tie Dyeing, Stenciling, Silk Screen, Block Printing The hand Decoration of York: Dover Publications, Inc. 2002. Proses dan Cara Kerja Batik tulis dan Pewarnaan. Pekalongan: Sanggar Jlamprang.						
Support lecturer			hari, S.Pd., M.Ds. na, S.Pd., M.A.							
Week-	eac	al abilities of h learning		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials	Assessment			
Incolu	sta (Su	ge b-PO)	Indicator	Criteria & Form	Offline (offline)	Online (<i>online</i>)	[References]	Weight (%)		
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)		
1	re ad me	udents can member and d theory about onumental ttiles	 Students can explain the meaning of monumental textiles. Students can explain the purpose of studying monumental textiles. Students can explain the purpose of studying monumental textiles. Students can explain the monumental textile space Students can explain various new textile processes in terms of structure design and surface design. 	Criteria: 1 - 100 Form of Assessment : Participatory Activities		Google Classroom : Asynchro-nous and synchro-nous 2 X 50	Material: Various new textile products in terms of structure and surface design. Bibliography: 1. Wolff, Colette. 1996. The Art Of Manipulating Fabric. Wisconsin: USA : Krause Publications.	5%		

2		 Students Students can explain the meaning of crochet. Students can explain the tools and materials used to make crochet. Students can explain the tools and materials used to make crochet. Students can explain the steps for making crochet. Students are able to make crochet based on designs. 	Criteria: 1 - 100 Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment	2 X 50	Google Classroom: asynchronous and synchronous 2 X 50	Material: Definition, tools and materials, as well as steps for making crochet. Bibliography: 1. Wolff, Colette. 1996. The Art Of Manipulating Fabric. Wisconsin: USA : Krause Publications. Material: Definition, tools and materials, as well as steps for making crochet. References: 2. Ondori. 1984. Gorgeous Crochet Laces. Tokyo: Ondorisha Publisher.	5%
3	Students are able to understand knitting techniques.	 Students are able to explain the meaning of knitting. Students are able to explain the tools and materials used to make knitting. Students are able to explain the knitting steps. Students are able to make knitting based on designs. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment	2 X 50	Google Classroom: asynchronous and synchronous 2 X 50	Material: Understanding knitting, tools and materials and knitting steps. Bibliography: 3. Hiatt, June Hemmons. 2012. The Principles of Knitting. New York: Touchstone.	5%
4	Students are able to understand knitting techniques.	 Students are able to explain the meaning of knitting. Students are able to explain the tools and materials used to make knitting. Students are able to explain the knitting steps. Students are able to explain the knitting steps. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment	2 X 50	Google Classroom: asynchronous and synchronous 2 X 50	Material: Understanding knitting, tools and materials and knitting steps. Bibliography: 3. Hiatt, June Hemmons. 2012. The Principles of Knitting. New York: Touchstone.	5%

5	Students are able to understand tapestry techniques.	 Students are able to explain the meaning of tapestry. Students are able to explain the tools and materials used to make a tapestry. Students are able to explain the steps of tapestry. Students are able to make a tapestry. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment	2 X 50	Google Classroom: asynchronous and synchronous 2 X 50	Material: Definition, tools and materials, and steps for making a tapestry. Reference: 5. <i>Mezoff,</i> <i>Rebecca.</i> 2000. The Art of Tapestry Weaving. USA: Storey.	5%
6	Students are able to understand tapestry techniques.	 Students are able to explain the meaning of tapestry. Students are able to explain the tools and materials used to make a tapestry. Students are able to explain the steps of tapestry. Students are able to make a tapestry. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment	2 X 50	Google Classroom: asynchronous and synchronous 2 X 50	Material: Definition, tools and materials, and steps for making a tapestry. Reference: 5. <i>Mezoff,</i> <i>Rebecca.</i> 2000. The Art of Tapestry Weaving. USA: Storey.	5%
7	Students are able to understand tapestry techniques.	 Students are able to explain the meaning of macrame. Students are able to explain the tools and materials used to make macrame. Students are able to explain the steps of macrame. Students are able to explain the steps of macrame. Students are able to make macrame. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment	2 X 50	Google Classroom: asynchronous and synchronous 2 X 50	Material: Definition, tools and materials, as well as steps for making macrame. Bibliography: 4. White, Rachael. 2022. Macramè For Beginners: A Complete Guide to Learn about the Knots, Techniques, and Creative Projects of Macrame. Independently published.	5%

8	Students are able to understand tapestry techniques.	 Students are able to explain the meaning of macrame. Students are able to explain the tools and materials used to make Students are able to explain the steps of macrame. Students are able to explain the steps of macrame. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment	2 X 50	Google Classroom: asynchronous and synchronous 2 X 50	Material: Definition, tools and materials, as well as steps for making macrame. Bibliography: 4. White, Rachael. 2022. Macramè For Beginners: A Complete Guide to Learn about the Knots, Techniques, and Creative Projects of Macrame. Independently published.	5%
9			Criteria: 1 - 100 Form of Assessment : Test		Self-Directed Learning 2 X 50	Material: 1. Wolff, Colette. 1996. The Art Of Manipulating Fabric. Wisconsin: USA : Krause Publications. 2. Ondori. 1984. Gorgeous Crochet Laces. Tokyo: Ondorisha Publisher. 3. Hiatt, June Hemmons. 2012. The Principles of Knitting. New York: Touchstone. 4. White, Rachael. 2022. Macramè For Beginners: A Complete Guide to Learn about the Knots, Techniques, and Creative Projects of Macrame. Independently published. 5. Mezoff, Rebecca. 2000. The Art of Tapestry Weaving. USA: Storey. References:	10%

10	Students are able to understand crushing and fullness techniques	 Students are able to explain crushing and fullness techniques. Students are able to explain the tools and materials used to make crushing and fullness. Students are able to identify the types of crushing and fullness. Students are able to explain the steps to create crushing and fullness. Students are able to explain the steps to create crushing and fullness. Students are able to explain the steps to create crushing and fullness. Students are able to create crushing and fullness. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment	Google Classroom: asynchronous and synchronous 2 X 50	Material: Understanding knitting, tools and materials as well as crushing and fullness steps. Bibliography: 1. Wolff, Colette. 1996. The Art Of Manipulating Fabric. Wisconsin: USA : Krause Publications.	5%
11	Students are able to understand crushing and fullness techniques	 Students are able to explain crushing and fullness techniques. Students are able to explain the tools and materials used to make crushing and fullness. Students are able to identify the types of crushing and fullness. Students are able to explain the steps to create crushing and fullness. Students are able to explain the steps to create crushing and fullness. Students are able to create crushing and fullness. Students are able to create crushing and fullness. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment	Google Classroom: asynchronous and synchronous 2 X 50	Material: Understanding knitting, tools and materials as well as crushing and fullness steps. Bibliography: 1. Wolff, Colette. 1996. The Art Of Manipulating Fabric. Wisconsin: USA : Krause Publications.	5%

12	Students are	1.Students	Criteria:	Google Classroom:	Material:	5%
	able to understand crushing and fullness techniques	 Students are able to explain folding and relief techniques. Students are able to explain the tools and materials used to make folding and relief. Students are able to identify types of folding and relief. Students are able to explain the steps for making folding and relief. Students are able to explain the steps for making folding and relief. 	Form of Assessment : Project Results Assessment / Product Assessment	asynchronous and synchronous 2 X 50	Understanding knitting, tools and materials as well as crushing and fullness steps. Bibliography: 1. Wolff, Colette. 1996. The Art Of Manipulating Fabric. Wisconsin: USA : Krause Publications.	570
13	Students are able to understand crushing and fullness techniques	 Students are able to explain folding and relief techniques. Students are able to explain the tools and materials used to make folding and relief. Students are able to identify types of folding and relief. Students are able to explain the steps for making folding and relief. Students are able to explain the steps for making folding and relief. Students are able to explain the steps for making folding and relief. Students are able to make folding and relief based on designs. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment	Google Classroom: asynchronous and synchronous 2 X 50	Material: Understanding knitting, tools and materials as well as crushing and fullness steps. Bibliography: 1. Wolff, Colette. 1996. The Art Of Manipulating Fabric. Wisconsin: USA : Krause Publications.	5%

14	Students are able to understand crushing and fullness techniques	 Students are able to explain folding and relief techniques. Students are able to explain the tools and materials used to make folding and relief. Students are able to identify types of folding and relief. Students are able to explain the steps for making folding and relief. Students are able to explain the steps for making folding and relief. Students are able to explain the steps for making folding and relief. Students are able to make folding and relief based on designs. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment	Google Classroom: asynchronous and synchronous 2 X 50	Material: Definition, tools and materials, and steps for making batik. References: 8. Hanom, W. 2002. Process and Working of Written Batik and Coloring. Pekalongan: Studio Jlamprang.	5%
15	Students are able to understand crushing and fullness techniques	 Students are able to explain folding and relief techniques. Students are able to explain the tools and materials used to make folding and relief. Students are able to identify types of folding and relief. Students are able to explain the steps for making folding and relief. Students are able to explain the steps for making folding and relief. Students are able to explain the steps for making folding and relief. Students are able to make folding and relief based on designs. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment	Google Classroom: asynchronous and synchronous 2 X 50	Material: Definition, tools and materials, and steps for making batik. References: 8. Hanom, W. 2002. Process and Working of Written Batik and Coloring. Pekalongan: Studio Jlamprang.	5%
16	Final Semester Evaluation / Final Semester Examination		Form of Assessment : Test			20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	62.5%

3.	Practical Assessment	2.5%
4.	Test	30%
		100%

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.
- 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 abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.