

1	Lecture Orientation Able to understand the concept of Make-up Ethnography and the urgency of studying it for Bachelor of Make-up students	a. Tuition Contract b. Explain the meaning of Ethnografi Rias c. Explain the urgency of Ethnography learning for Cosmetology students d. State the differences and scope of Ethnography e. Mentions the application of Ethnography in the field of cosmetology.	Criteria: 1.4: Correct, clear and systematic answer 2.3: Correct answer, clear and not systematic 3.2: Correct answer, unclear and unsystematic 4.1: Wrong answer	Brain Storming, discussion and searching for library sources, 2 X 50			0%
2	Students are able to understand the forms and elements of culture	a. Mention and explain three forms of culture b. Creating examples of cultural forms in the field of make-up. c. Name and explain the seven elements of culture and their relationship to bids. make-up d. Compile a profile of each region in terms of seven cultural elements	Criteria: 1.4: Correct, clear and systematic answer 2.3: Correct answer, clear and not systematic 3.2: Correct answer, unclear and unsystematic 4.1: Wrong answer	Library search, discussion and reflection 2 X 50			0%

3	Students are able to understand the traditions of Life Cycle ceremonies in society	<p>a. Explain the meaning of ceremonies based on the life cycle and examples in life in society</p> <p>b. Describes the types of life cycle ceremonies in Javanese society and their relevance in the field of makeup. Formulate the meaning and philosophy of the ceremony based on the life cycle that exists in society. Compile a report on the profile of life cycle traditions in each area</p>	<p>Criteria:</p> <p>1.Score</p> <p>2.Rubric</p> <p>3.4</p> <p>4.The report explains all components according to the task completely, provides a good analysis, is equipped with supporting documentation, and provides a description of suggestions for improvement of the phenomenon studied.</p> <p>5.3</p> <p>6.In the report, all components correspond to the task completely, are given a good analysis, are equipped with supporting documentation and do not explain the description of suggestions for improvement of the phenomenon being studied.</p> <p>7.2</p> <p>8.In the report, all components according to the task are incomplete, provided a good analysis, not equipped with supporting documentation and do not explain the description of suggestions for improvement of the phenomenon studied.</p> <p>9.1</p> <p>10.In the report, all components according to the task are incomplete, the analysis provided is not good, not equipped with supporting documentation and the description of suggestions for improvement of the phenomenon studied is not explained.</p>	Cooperative learning, discussion, and searching for library sources and other references 4 X 50			0%
4							0%

5	Understanding the collective life of society	a. Explain humans as individual, social and cultural creatures b. Explain the meaning and elements of society c. Mention the social processes that occur in society	Criteria: 1.4: Correct, clear and systematic answer 2.3: Correct answer, clear and not systematic 3.2: Correct answer, unclear and unsystematic 4.1: Wrong answer	Library search, lectures and discussions 2 X 50			0%
6	Understanding social stratification	a. Explain the meaning of social stratification b. Distinguish the nature of social stratification and examples in society c. Provide examples of social stratification that exists in society and its impact on the choice of make-up. d. Explain the differences between urban and rural communities	Criteria: 1.4: Correct, clear and systematic answer 2.3: Correct answer, clear and not systematic 3.2: Correct answer, unclear and unsystematic 4.1: Wrong answer	Presentation of project work report, and discussion 2 X 50			0%

7	Understand the development of society, lifestyle and trends in modified Muslim make-up in Indonesia	a. Explain the meaning of lifestyle b. Explain the factors that influence lifestyle c. Provide examples of the influence of lifestyle in choosing make-up, clothing, shopping places and brands	Criteria: 1.Score 2.Rubric 3.4 4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained. 5.3 6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained. 7.2 8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained. 9.1 10.In the portfolio, all components according to the assignment are incomplete, the analysis provided is not good, the author's creativity is not visible and suggestions for improvement of the phenomenon studied are not explained.	Presentation of project work report, and discussion 2 X 50			0%
8	Able to answer UTS questions			2 X 50			0%

9	Students are able to understand the ethno beauty of the Yogyakarta area (body care, traditional cosmetics and bridal make-up)	<p>a. Explain the socio-cultural characteristics of the people of Yogyakarta. b. Explains the traditional body care and cosmetic traditions of the Yogyakarta region. c. Explains the form, function and meaning of Yogyakarta bridal make-up. Discovering the culture that influences Yogyakarta's ethno beauty</p>	<p>Criteria: 1.Score 2.Rubric 3.4 4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained. 5.3 6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained. 7.2 8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained. 9.1 10.In the portfolio, all components according to the assignment are incomplete, the analysis provided is not good, the author's creativity is not visible and suggestions for improvement of the phenomenon studied are not explained.</p>	Project work, presentation of project work reports, and 2 X 50 discussions			0%
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10	Students are able to understand	<p>a. Explain the socio-cultural characteristics of the Solo community b. Explaining Solo's body care and cosmetic traditions c. Explains the form, function and meaning of Solod bridal make-up. Discover the culture that influences Solo ethnobeauty</p>	<p>Criteria: 1.Score 2.Rubric 3.4 4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained. 5.3 6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained. 7.2 8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained. 9.1 10.In the portfolio, all components according to the assignment are incomplete, the analysis provided is not good, the author's creativity is not visible and suggestions for improvement of the phenomenon studied are not explained.</p>	Project work, presentation of project work reports, and 2 X 50 discussions			0%
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11	Students are able to understand Madurese ethno beauty (body care, traditional cosmetics and bridal make-up).	<p>a. Explain the socio-cultural characteristics of Madurese society b. Explain the traditional body care and cosmetic traditions of the Madurese community c. Explains the form, function and meaning of Madura bridal make-up. Discovering the culture that influences the ethno beauty of the Madurese people</p>	<p>Criteria: 1.Score 2.Rubric 3.4 4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained. 5.3 6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained. 7.2 8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained. 9.1 10.In the portfolio, all components according to the assignment are incomplete, the analysis provided is not good, the author's creativity is not visible and suggestions for improvement of the phenomenon studied are not explained.</p>	Project work, presentation of project work reports, and 2 X 50 discussions			0%
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12	Students are able to understand Balinese ethno beauty (body care, traditional cosmetics and bridal make-up).	a. Explain the socio-cultural characteristics of the Balinese people b. Explain the traditions of traditional Balinese body care and cosmetics. c. Explain the form, function and meaning of Balid bridal make-up. Discovering the culture that influences the ethno beauty of the Balinese people	Criteria: 1.Score 2.Rubric 3.4 4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained. 5.3 6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained. 7.2 8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained. 9.1 10.In the portfolio, all components according to the assignment are incomplete, the analysis provided is not good, the author's creativity is not visible and suggestions for improvement of the phenomenon studied are not explained.	Project work, presentation of project work reports, and 2 X 50 discussions			0%
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13	Students are able to understand Sundanese ethno beauty (body care, traditional cosmetics and bridal make-up).	<p>a. Explain the socio-cultural characteristics of Sundanese society b. Explain the traditions of body care, traditional cosmetics of the Sundanese people. c. Explain the form, function and meaning of Sundanese bridal make-up. Discovering the culture that influences the ethno beauty of the Sundanese people</p>	<p>Criteria: 1.Score 2.Rubric 3.4 4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained. 5.3 6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained. 7.2 8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained. 9.1 10.In the portfolio, all components according to the assignment are incomplete, the analysis provided is not good, the author's creativity is not visible and suggestions for improvement of the phenomenon studied are not explained.</p>	Project work, presentation of project work reports, and 2 X 50 discussions			0%
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14	Students are able to understand ethno beauty (body care, traditional cosmetics and bridal make-up) of the Minang community	<p>a. Explain the socio-cultural characteristics of Minang society b. Explaining ethno beauty (body care, traditional cosmetics of the Minang community, c. Explaining the form, function and meaning of Minang bridal make-up. d. Discovering the culture that influences the ethno beauty of the Minang community</p>	<p>Criteria: 1.Score 2.Rubric 3.4 4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained. 5.3 6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained. 7.2 8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained. 9.1 10.In the portfolio, all components according to the assignment are incomplete, the analysis provided is not good, the author's creativity is not visible and suggestions for improvement of the phenomenon studied are not explained.</p>	Project work, presentation of project work reports, and 2 X 50 discussions			0%
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15	Students are able to understand ethno beauty (body care, traditional cosmetics and bridal make-up) of the Banjar people	<p>a. Explain the socio-cultural characteristics of the Banjar people b. Explain the traditions of body care and traditional cosmetics of the Banjar people. c. Explain the form, function and meaning of Banjard bridal make-up. Discovering the culture that influences the ethno beauty of the Banjar people</p>	<p>Criteria: 1.Score 2.Rubric 3.4 4.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained. 5.3 6.In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained. 7.2 8.In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained. 9.1 10.In the portfolio, all components according to the assignment are incomplete, the analysis provided is not good, the author's creativity is not visible and suggestions for improvement of the phenomenon studied are not explained.</p>	Project work, presentation of project work reports, and 2 X 50 discussions			0%
16	Able to answer questions; UAS properly and correctly			2 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.