

## Universitas Negeri Surabaya Faculty of Engineering, Cosmetology Education Undergraduate Study Program

Document Code

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Courses			CODE		Course Fa	amily		Cred	it We	ight	SEMESTER	Compilation Date
Anthropo Makeup	ology	and Ethnography	<b>y of</b> 832130200	3				T=2	P=0	ECTS=3.18	1	July 18, 2024
AUTHOR	RIZAT	ION	SP Develo	per			Cours	e Clus	ster C	oordinator	Study Program Coordinator	
											Nia Kusstiant	i, S.Pd., M.Pd.
Learning model	I	Case Studies	·									
Program Learning		PLO study prog	ram that is cha	arged to the	course							
Outcom (PLO)	es	Program Object	tives (PO)									
(FLO)		PLO-PO Matrix										
			P.0	P.0								
		PO Matrix at the	e end of each le	d of each learning stage (Sub-PO)								
			P.0				V	Veek				
			1	2 3 4	5 6	7	8 9	9 1	LO	11 12	13 14 3	15 16
Short Course Descript	tion	This course exam field of make-up, or wedding ceremon the choice of peo carried out by app project work by co	cultural forms in y processions, so pple's make-up, a plying a construction	the field of ma ociety and eler as well as soc ivist approach.	ke-up, the ments of sc cio-cultural . The learni	form and ociety, so changes ng meth	d mear ocial pros and t ods use	ning of ocess heir ir	f East es in : nplica	Javanese bri society, socia tions in the f	dal make-up, I I strata and its ield of make-ບ	East Javanese application to p. Learning is
Referen	ces	Main :										
		<ol> <li>Koentjaraningrat. 1986. Pengantarllmu Etnografi. Jakarta : Aksara BaruKoentjaraningrat. 1992 Pokok-pokok Etnografi Sosial. Jakarta : Dian RakyatPelly, Usman, 1994. Teori-teoriSosial Budaya. Proyek Pembinaan Mutu Tenaga KependidikanSoerjono, Soekar 2009. SosiologiSuatu Pengantar . Jakarta: Rajawali PressSri Jatiningsih, Juhadi. 1997. PengantinMalang Keputren (Tata Rias, tata Busana, dan tata Upacara) . Malang: IKIPMa Press Tien. S. 2012. Tata Rias dan Pengantin Nusantara. Jakarta: Gramedia</li> </ol>						Soekamto.				
	Supporters:											
Support lecturer		Sri Usodoningtyas Prof.Dr. Mutimmat Sri Dwiyanti, S.Pd	tul Faidah, S.Ag.,	M.Ag.								
Week-	eac stag		E	Evaluation		Lear Stude		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References	Assessment Weight (%)	
	(Su	b-PO)	Indicator	Criteria &	& Form	Offlin offlin		0	nline	( online )	]	
(1)		(2)	(3)	(4)		(5)	)		(	(6)	(7)	(8)

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 Ethnogrfai 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	a. Explain the meaning of ceremonies based on the life cycle and examples in life in society 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	Criteria: 1.Score 2.Rubric 3.4 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. 5.3 6.In the report, all components correspond to the task completely, are given a good	Cooperative learning, discussion, and searching for library sources and other references 4 X 50		0%
4		report on the profile of life cycle traditions in	components correspond to the			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%

8	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 examples of the influence of lifestyle in choosing make-up, clothing, shopping places and brands	<ul> <li>Criteria:</li> <li>1. Score</li> <li>2. Rubric</li> <li>3.4</li> <li>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.</li> <li>5.3</li> <li>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.</li> <li>7.2</li> <li>8. In the portfolio, all components according to the assignment are described and explained.</li> <li>7.2</li> <li>8. In the portfolio, all components according to the assignment are described and explained.</li> <li>7.2</li> <li>8. In the portfolio, all components according to the assignment are described and explained.</li> <li>7.2</li> <li>8. In the portfolio, all components according to the assignment are described and explained.</li> <li>7.1</li> <li>10. In the portfolio, all components according to the assignment of the phenomenon studied is not explained.</li> <li>9.1</li> <li>10. In the portfolio, all components according to the assignment of the phenomenon studied is not explained.</li> <li>9.1</li> <li>10. In the portfolio, all components according to the assignment of the phenomenon studied is not explained.</li> <li>9.1</li> <li>10. In the portfolio, all components according to the assignment are incomplete, the analysis provided is not explained.</li> </ul>	Presentation of project work report, and discussion 2 X 50		0%

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9	Students are able	a. Explain the	Criteria:	Project			0%
	to understand the	socio-cultural	1.Score	work,			
	ethno beauty of the	characteristics	2.Rubric	presentation			
	Yogyakarta area	of the people	3.4	of project			
	(body care, traditional	of Vogvakarta b		work			
	cosmetics and	Yogyakarta. b. Explains the	4.In the portfolio, all	reports, and			
	bridal make-up)	traditional	components	2 X 50			
	biluai make-up)	body care and	according to the	discussions			
		cosmetic	assignment are	uiscussions			
		traditions of	described and				
		the	explained				
		Yogyakarta					
		region. c.	completely, a				
		Explains the	good analysis is				
		form, function	given, the author's				
		and meaning	creativity is visible				
		of Yogyakarta	and a description				
		bridal make-	of suggestions for				
		up. Discovering	improvement of				
		Discovering the culture					
		that	the phenomenon				
		influences	studied is				
		Yoqvakarta's	_ explained.				
		ethno beauty	5.3				
		· · · · · · · · · · · · · · · · · · ·	6.In the portfolio, all				
			components				
			according to the				
			assignment are				
			U U				
			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.				
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10	Students are able	a. Explain the	Criteria:	Project		0%
	to understand	socio-cultural characteristics	1.Score	work,		
		of the Solo	2.Rubric	presentation		
		community b.	3.4	of project		
		Explaining	<ol><li>In the portfolio, all</li></ol>	work reports, and		
		Solo's body care and	components	2 X 50		
		cosmetic	according to the	discussions		
		traditions c.	assignment are	013003310113		
		Explains the	described and			
		form, function and meaning	explained			
		of Solod bridal	completely, a			
		make-up.	good analysis is			
		Discover the culture that	given, the author's			
		influences	creativity is visible			
		Solo	and a description of suggestions for			
		ethnobeauty	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.			
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			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.			
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11       Students are able Madurese ethom Madurese ethom connects and bridal make-up).       a. Explain the scole with costnets and bridal make-up).       a. Explain the scole with Explain the traditional costnet of traditional costnet of t	r						
suggestions for improvement of the phenomenon	11	to understand Madurese ethno beauty (body care, traditional cosmetics and	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	<ol> <li>Score</li> <li>Rubric</li> <li>A</li> <li>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.</li> <li>S</li> <li>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.</li> <li>In the portfolio, all components according to the assignment are describile and a description of suggestions for improvement of the phenomenon studied is explained.</li> <li>In the portfolio, all components according to the assignment are describile 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.</li> <li>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</li> </ol>	work, presentation of project work reports, and 2 X 50		0%
improvement of				improvement of the phenomenon			
explained.							

	Otherstein	a Frank i al	a			001
12	Students are able to understand	a. Explain the socio-cultural	Criteria:	Project		0%
	Balinese ethno	characteristics	1.Score 2.Rubric	work, presentation		
	beauty (body care,	of the	2.Rubric 3.4	of project		
	traditional cosmetics and	Balinese people b.	4.In the portfolio, all	work		
	bridal make-up).	Explain the	components	reports, and		
		traditions of traditional	according to the	2 X 50		
		Balinese body	assignment are	discussions		
		care and	described and			
		cosmetics. c. Explain the	explained			
		form, function	completely, a			
		and meaning	good analysis is			
		of Balid bridal make-up.	given, the author's creativity is visible			
		Discovering	and a description			
		the culture that	of suggestions for			
		influences the	improvement of			
		ethno beauty	the phenomenon			
		of the Balinese	studied is			
		people	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.			
			companied.			
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13	Students are able	a. Explain the	Criteria:	Project		0%
	to understand	socio-cultural	1.Score	work,		
	Sundanese ethno beauty (body care,	characteristics of Sundanese	2.Rubric	presentation		
	traditional	society b.	3.4	of project		
	cosmetics and	Explain the	4.In the portfolio, all	work		
	bridal make-up).	traditions of	components	reports, and		
		body care,	according to the	2 X 50		
		traditional	assignment are	discussions		
		cosmetics of the	described and			
		Sundanese				
		people. c.	explained			
		Explain the	completely, a			
		form, function	good analysis is			
		and meaning	given, the author's			
		of Sundanese	creativity is visible			
		bridal make-	and a description			
		up. Discovering	of suggestions for			
		the culture	improvement of			
		that	the phenomenon			
		influences the	studied is			
		ethno beauty	explained.			
		of the Sundanese	5.3			
		people	6.In the portfolio, all			
		People	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.			
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14	Students are able	a. Explain the	Criteria:	Project		0%
	to understand ethno beauty (body	socio-cultural characteristics	1.Score	work,		
	care, traditional	of Minang	2.Rubric	presentation		
	cosmetics and	society b.	3.4	of project		
	bridal make-up) of	Explaining	<ol><li>In the portfolio, all</li></ol>	work		
	the Minang	ethno beauty	components	reports, and		
	community	(body care, traditional	according to the	2 X 50 discussions		
		cosmetics of	assignment are	uiscussions		
		the Minang	described and			
		community, c.	explained			
		Explaining the form, function	completely, a			
		and meaning	good analysis is			
		of Minang	given, the author's			
		bridal make-	creativity is visible			
		up. d. Discovering	and a description			
		the culture	of suggestions for			
		that	improvement of			
		influences the	the phenomenon			
		ethno beauty of the Minang	studied is			
		community	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.			
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16     https://doi.org/10.101       according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a describition of suggestions for improvement of the phenomenon studied is explained.       7.2     8.1 the portfolio, all components according to the assignment are described and explained is explained.       7.2     9.1 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 he described and explained incompletely.       given a good analysis, the author's creativity is not visible and he described and explained incompletely.       given a good analysis, the author's creativity is not visible and he described and explained is not visible and studied is not visible and sudgestons for improvement of the phenomenon studied is not visible and suggestons for improvement of according to the assignment are incomplete, the analysis provided is not visible and suggestons for improvement of the splained.       9.1     10.1 the portfolio, all components according to the assignment are incomplete, the analysis provided is not visible and suggestons for improvement of the phenomenon studied is not visible and suggestons for improvement are incomplete, the analysis provided is not visible and suggestons for improvement of the phenomenon studied is not visible and suggestons for improvement of the phenomenon studied are not explained.	15	Students are able to understand ethno beauty (body care, traditional cosmetics and bridal make-up) of the Banjar people	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	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 C to the exertation of	Project work, presentation of project work reports, and 2 X 50 discussions		0%
16     Able to answer questions; UAS properly and     2 X 50     0%				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			
	16	questions; UAS			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.
- 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.
- 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.