

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

Document Code

## SEMESTER LEARNING PLAN

Courses		C	ODE		Cou	ırse Famil	′	Cı	edit	Wei	ight	SEM	ESTER	Co	mpilati e
Hair Curling a	and Straighten	ing 83	21303045		Maii	n MK Prodi	gy	T=	3 F	P=0	ECTS=4.77	,	4	Aug 202	gust 19, 22
AUTHORIZAT	TION	SF	P Develope	r			Co	Course Cluster Coordinator			Study Program Coordinator				
			ctaverina Ko yan Yesi W					taverina Pd, M.Fa		vara	Pritasari,	Nia I	Kusstiar	nti, S.F	<sup>p</sup> d., M.F
Learning model	Project Base	d Learning	)												
Program	PLO study program which is charged to the course														
(PLO)	PLO-5		Applying a professional attitude as an educator and practitioner in the field of cosmetology which includes discipline, honesty, responsibility, ethics, ability to collaborate and communicate effectively												
	PLO-7	Able to a	Able to apply skills in the field of cosmetology that support the field of cosmetology education												
	PLO-8		Creation of competency skills in the field of make-up including: Skin make-up, hair make-up, bridal make-up, and entrepreneurial insight												
	PLO-12	Able to explain the principles of professionalism that support the field of cosmetology education including: skin beauty, hair beauty, bridal make-up, and entrepreneurship													
	Program Objectives (PO)														
	PO - 1	(1) Students have the ability to understand the basic theory of curling and straightening hair by utilizing learning resources and ICT.													
	PO - 2	(2) Stude	ents have kı	nowledge a	about ha	air curling.									
	PO - 3	(3) Stude to client i		e ability to	curl an	d straighte	n hair a	nd deter	mine	e cur	ling and stra	ightenir	ng techr	niques	accord
	PO - 4		ents have a nd straighte		le and ir	ndependen	attitud	e in carı	ying	out	assignments	and ca	an critici	ze the	results
	PLO-PO Mat	trix													
			P.O	PLC	)-5	PLO	-7	Р	LO-8	3	PLO-	12	Ī		
			PO-1												
			PO-2												
			PO-3												
			PO-4												
	PO Matrix at	the end	of each lea	arning sta	age (Su	ıb-PO)									
	PO Matrix at the end of each learning stage (Sub-PO)														
			P.O						/eek						

Short Course Description PO-1 PO-2 PO-3 PO-4

Mastering the concepts and skills in curling hair, including the history of curling, basic concepts in curling, anatomy and diagnosis of hair and scalp types, identification and selection of tools and cosmetic materials for curling, basic curling techniques and designs, basic rebounding, rebounding retouch in hair straightening, practice of curling, rebounding, according to character, styling on curling and straightening hair

References	Main :								
	<ol> <li>Rostamailis. 2009. Tata Kecantikan Rambut. Macan Jaya Cemerlang: Klaten.</li> <li>Kusumadewi. 2003. Rambut Anda Masalah, Perawatan dan Penataannya. Gramedia Pustaka Utama: Jakarta</li> <li>Direktorat Pendidikan Masyarakat Ditjen Diklusepora. 2002. Tata Kecantikan Rambut Tingkat Terampil. Carina In Utama: Jakarta</li> <li>Sontag. Linda. 1989. The Hairstyle, Hair Care and Beauty Book. London. The Apple Press</li> <li>Endang Widjanarko Puspoyo, 2001. Pengeritingan Disain. Merindo Kites and gallery: Jakarta</li> </ol>								
	Supporters:								
Supporting lecturer	Octaverina Kecvara Biyan Yesi Wilujen	ı Pritasari, S.Pd., M.Farm. ı, S.Pd., M.Pd.							

Week-	Final abilities of each learning stage	Eva	aluation	Learn Studen	p Learning, ling methods, t Assignments, timated time]	Learning materials [References	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( online )	]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1		1.1. Explain the meaning of hair perming 2.2. Explain the history and method of hot perm (Hot perm) 3.3. Explain the tools used in the hot perming method (Hot Perm) 4.4 Explain the history and methods of cold perm 5.5 Explain the tools used in the cold perming method (Cold Perm)	Form of Assessment: Test	Small group discussion lecture  Assignment: Create a historical description of 3 x 50 hair perms			0%

2	Able to understand the chemical processes that occur in the hair shaft during hair curling	1 Explain the properties of the wave lotion solution - Describe the chemical processes that occur in the hair shaft during the curling process. 2 Explain the properties of normalize solutions 3 Describe the anatomy of the scalp 4 Describe the anatomy of hair 5 Able to differentiate various types of client's skin and hair 6 Description of the chemical processes that occur in the hair shaft during the curling process.	Criteria:  1.The assessment criteria are carried out by looking at the aspects: observation of student activities (weight 2)\Student Final Score: Participation Score (2) x Final Exam Score (3) x UTS Score (3) divided  2.2. UTS: carried out with an assessment during the middle of the semester (weight 2)  3.3. UAS: carried out every semester to measure all indicators (weight 3)  4.4. Task: carried out on each indicator (weight 3)  Form of Assessment: Participatory Activities, Tests	Lectures, presentations, discussions 1 x 3	Material: Properties of wafe lotion and noemalize solutions. Reference: Rostamailis. 2009. Hair Beauty. Macan Jaya Cemerlang: Klaten.  Material: Anatomy of the scalp and hair, various types of skin and hair, various types of chemical processes that occur in the hair shaft during the curling process. Reader: Kusumadewi. 2003. Your Hair Problems, Care and Styling. Gramedia Pustaka Utama: Jakarta	0%
3	Able to describe the steps for curling hair	1.1. Explain how to analyze hair. f. Explain how to test waves 2.2. Explain the skin sensitivity technique (patch test) 3.3. Explain sectioning of hair 4.4. Explain how to choose the right rotto 5.5. Describe the method of winding hair using rotto 6.6. Explain the time for curling	Criteria:  1.1. Participation:     carried out by     observing     student activities     (weight 2) 4.     Assignment:     carried out on     each indicator     (weight 3) Final     Student Score:     Participation     Score (2) x Final     Exam Score (3) x     UTS Score (2) x     UAS Score (3)     divided by 10. 2.2. UTS: carried     out with an     assessment     during the middle     of the semester     (weight 2) 3.3. UAS: carried     out every     semester to     measure all     indicators     (weight 3) 4.4. Task: carried     out on each     indicator (weight     3)  Form of Assessment:     Test	Demonstration, lecture, discussion 1 X 50		0%

4	Able to do basic curling on a manequene.	1 Explain the basic steps of perming - Explain the technique step 2 (Sectioning) - Explain the technique step 3 (Rotto hair rolling) 2 Identify the tools and materials used for basic perming 3 Explain the technique of step 1 (Preparation) 4. Explaining the technique step 2 (Sectioning)	Criteria: The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment during the middle of the semester (weight 2)3. UAS: carried out every semester to measure all indicators (weight 3) 4. Assignment: carried out on each indicator (weight 3) Final Student Score (2) x Final Exam Score (3) x UTS Score (2) x UAS Score (3) divided by 10.  Form of Assessment: Test	Demonstration, Lecture, presentation 1 X 50	Phase 1: Basic questions: Lecturer: conveys the topic and asks questions about basic curling problems on mannequins  Students: asks basic questions about what students should do regarding the topic/problem solving Phase 2: Developing a Project Plan Lecturer: Ensure each students in groups choose and know the procedure for making a basic curly project that will be produced. Students: Students discuss. Prepare a plan for making a problem-solving project including division of tasks, preparation of tools, materials, media, resources needed Phase 3: Develop a schedule  Lecturer: make an agreement regarding the project creation schedule (stages) and student collection: Students Prepare a project completion schedule by paying attention to the time limit that has been determined together	Material: how to analyze hair and skin sensitivity techniques (patch test) Reference: Rostamailis. 2009. Hair Beauty. Macan Jaya Cemerlang: Klaten.  Material: sectioning of hair 3.4 Explains how to choose the right rotto, methods for curling, when to curl and how to test waves Reader: Kusumadewi. 2003. Your Hair Problems, Care and Styling. Gramedia Pustaka Utama: Jakarta	0%
5	Able to do basic curling on a manequene.	1 Explain the basic steps of perming - Explain the technique step 2 (Sectioning) - Explain the technique step 3 (Rotto hair rolling) 2 Identify the tools and materials used for basic perming 3 Explain the technique of step 1 (Preparation) 4.Explaining the technique step 2 (Sectioning)	Criteria: The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment during the middle of the semester (weight 2)3. UAS: carried out every semester to measure all indicators (weight 3) 4. Assignment: carried out on each indicator (weight 3) Final Student Score: (2) x Final Exam Score (3) x UTS Score (2) x UAS Score (3) divided by 10.  Forms of Assessment: Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance		Phase 4: Monitoring Project Activity and Development Lecturer: Monitoring student activity during project implementation Monitoring realization of progress and guiding if they experience difficulties Students: carry out project creation according to schedule, record each stage, discuss any problems that arise regarding basic hair curling with the lecturer  Phase 5: Testing the results of student work Students: Discussing the feasibility of the project that has been created and making a project report to be presented  Phase 6: Evaluation of Lecturer Experience: Guiding the project presentation process, responding to the results, then the lecturer and students reflect/conclude the Student: Each student presents a report, other students provide responses, and together with the	Material: how to analyze hair and skin sensitivity techniques (patch test) Reference: Rostamailis. 2009. Hair Beauty. Macan Jaya Cemerlang: Klaten.  Material: sectioning of hair 3.4 Explains how to choose the right rotto, methods for curling, when to curl and how to test waves Reader: Kusumadewi. 2003. Your Hair Problems, Care and Styling. Gramedia Pustaka Utama: Jakarta	0%
					lecturer conclude the project results 3x 50		

able to do basic curling on the model The assessment Learning purpose of criteria are carried basic curling Phase 1: out by looking at the Basic - Explains following aspects: 1. Participation: carried questions: the Lecturer: ingredients out by observing student activities presents the for basic topic and asks (weight 2)2. UTS: curling carried out with an questions Explains the assessment during about basic steps for the middle of the curling semester (weight 2)3. UAS: carried basic curling problems on 2.- Explain the mannequins out every semester tools used to measure all indicators (weight 3) Students: asks for basic 4. Assignment: curling basic questions carried out on each 3.- Explains about what indicator (weight 3) Final Student Score: the students should ingredients do regarding Participation Score (2) x Final Exam Score (3) x UTS Score (2) x UAS Score (3) divided by the for basic topic/problem curling solving 4.- Explain Phase 2: basic curling Develop a work Project Plan procedures Forms of Lecturer: Assessment: Ensure that Project Results each student in Assessment / Product the group Assessment, Practical chooses and Assessment, Practice knows the / Performance procedures for making the basic curly project that will be produced. Students: Students discuss. Prepare a plan for making a problem-solving project including dividing tasks, preparing the tools, materials, media, resources needed. • Phase 3: Developing a production schedule Lecturer: make an agreement regarding the project creation schedule (stages) and collection. Students: Students Prepare a project completion schedule by paying attention to the time limit that has been determined together. • Phase 4: Monitoring Project Activity and Development Lecturer: Monitoring student activity during carrying out the project monitor the

realization of progress and guide if you experience difficulties Students: carry out project creation according to

7 Students are able to curl mesh a mesh on a manequene manequene and manequene manequene    Able to curl mesh a mesh on a manequene manequene    The assessment criteria are carried out by looking at the following aspects: 1   Participation: carried out with an assessment during the middle of the subject of the measure all indicators (weight 3). JUSS: carried out every semester to measure all indicators (weight 3). Final Student Score (3) x UTS: carried out every semester to measure all indicators (weight 3). Final Student Score (3) x UTS   Score (3) divided by 10.  Forms of Assessment: Project Results   Assessment Product Assessment Project Assessment Project Assessment Project Results   Assessment:	questions: Lecturer: presents the topic and asks questions about the problem of curling mesh a mesh on mannequins  Students: asks basic questions what students should do regarding the topic/problem solving • Phase 2: Developing Project Planning Lecturer: Ensure that each student in	Material: Tools and materials for practicing mesh a mesh on a mannequin. Library: Rostamailis. 2009. Hair Beauty. Macan Jaya Cemerlang: Klaten.  Material: mesh a mesh technique Reference: Endang Widjanarko Puspoyo, 2001. Design Curling. Meindo Kites and gallery: Jakarta	0%
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including division of tasks, preparation of tools, materials, media, resources needed • Phase 3 : Developing a schedule for making a project Lecturer: making an agreement regarding the schedule for making a project (stages) and collecting Students : Students Developing a schedule for project completion taking into account the time limit that has been determined together • Phase 4 : Monitoring Project Activity and Development Development
Lecturer:
Monitoring the
activity of
participants
During the
project,
students
monitor the realization of progress and guide them if they experience difficulties. Students : carry out the project according to the schedule, record each stage, discuss any problems that arise regarding basic hair curling with the lecturer • Phase 5: Test the results Lecturer: see the results of the students' work Students: Discuss feasibility of the project that has been created and making a project report to be presented • Phase 6: Evaluation of Lecturer Experience: Guiding the project presentation process, responding to the results,

common mannequins on mannequins on mannequins on mannequins of mannequins on the project Plan Lecturer .  Project Pensults Assessment / Product Assessment / Product and Suspension on the project Plan Lecturer .  Assessment / Product Assessment / Product and subdent in the survey of the mannequins of the proposed of the mannequins of the mannequ
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1								
					mutually			
					determined time limit			
					• Phase 4:			
					Monitoring Project Activity			
					and			
					Development Lecturer:			
					Monitoring			
					student activity during carry out			
					the project,			
					monitor the			
					realization of progress and			
					guide if you			
					experience difficulties.			
					Students: carry			
					out the project according to			
					the schedule,			
					record each stage, discuss			
					any problems			
					that arise regarding basic			
					hair curling with			
					the lecturer			
					• Phase 5: Test			
					the results Lecturer: see			
					the results of			
					the students' work			
					Students:			
					Discuss the feasibility of the			
					project that has			
					been created and create a			
					project report to			
					be presented			
					• Phase 6:			
					Evaluation of			
					Lecturer Experience:			
					Guiding the			
					project presentation			
					process,			
					responding to the results,			
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					then the lecturer and students reflect/conclude			
					then the lecturer and students			
					then the lecturer and students reflect/conclude Students: Each student presents a			
					then the lecturer and students reflect/conclude Students: Each student			
					then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide			
					then the lecturer and students reflect/conclude Students: Each student presents a report, other students			
					then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer			
					then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the			
	10	Students are	Able to do	Criteria:	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the		0%	
	10	Students are able to curl	Able to do Chopstick curling on a	Criteria: The assessment	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 × 50 project • Project Based Learning		0%	
	10		Able to do Chopstick curling on a manequene	The assessment criteria are carried out by looking at the	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 × 50 project Project Based Learning Phase 1:		0%	
	10	able to curl chopsticks on a	Chopstick curling on a	The assessment criteria are carried out by looking at the following aspects: 1.	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 X 50 project Project Based Learning Phase 1: Basic questions:		0%	
	10	able to curl chopsticks on a	Chopstick curling on a	The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 X 50 project Project Based Learning Phase 1: Basic questions: Lecturer:		0%	
	10	able to curl chopsticks on a	Chopstick curling on a	The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 212. UTS:	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 × 50 project • Project Based Learning • Phase 1: Basic questions: Lecturer: presents the topic and asks		0%	
	10	able to curl chopsticks on a	Chopstick curling on a	The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment during	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 × 50 project • Project Based Learning • Phase 1: Basic questions: Lecturer: presents the topic and asks questions		0%	
	10	able to curl chopsticks on a	Chopstick curling on a	The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment during the middle of the	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 X 50 project Project Based Learning Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of		0%	
	10	able to curl chopsticks on a	Chopstick curling on a	The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment during the middle of the semester (weight 2)3. UAS: carried	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 x 50 project Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of curling		0%	
	10	able to curl chopsticks on a	Chopstick curling on a	The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment during the middle of the semester (weight 2)3. UAS: carried out every semester to measure all	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 X 50 project • Project Based Learning • Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of curling Chopsticks on mannequins		0%	
	10	able to curl chopsticks on a	Chopstick curling on a	The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment during the middle of the semester (weight 2)3. UAS: carried out every semester to measure all indicators (weight 3)	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 X 50 project • Project Based Learning • Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of curling Chopsticks on mannequins Students: asks		0%	
	10	able to curl chopsticks on a	Chopstick curling on a	The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment during the middle of the semester (weight 2)3. UAS: carried out every semester to measure all indicators (weight 3) 4. Assignment: carried out on each	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 X 50 project Project Based Learning Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of curling Chopsticks on mannequins Students: asks basic questions about what		0%	
	10	able to curl chopsticks on a	Chopstick curling on a	The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment during the middle of the semester (weight 2)3. UAS: carried out every semester to measure all indicators (weight 3) 4. Assignment: carried out on each indicator (weight 3) Final Student Score:	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 X 50 project Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of curling Chopsticks on mannequins Students: asks basic questions about what students should		0%	
	10	able to curl chopsticks on a	Chopstick curling on a	The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment during the middle of the semester (weight 2)3. UAS: carried out every semester to measure all indicators (weight 3) 4. Assignment: carried out on each indicator (weight 3) Final Student Score: Participation Score (2) x Final Exam	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 X 50 project • Project Based Learning • Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of curling Chopsticks on mannequins Students: asks basic questions about what students should do regarding the		0%	
	10	able to curl chopsticks on a	Chopstick curling on a	The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment during the middle of the semester (weight 2)3. UAS: carried out every semester to measure all indicators (weight 3) 4. Assignment: carried out on each indicator (weight 3) Final Student Score:	then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the 6 X 50 project • Project Based Learning • Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of curling Chopsticks on mannequins Students: asks basic questions about what students should do regarding		0%	

Score (2) x UAS Score (3) divided by

Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment

solving

- Phase 2: Develop a Project Plan Lecturer: Ensure that each student in the group chooses and knows the procedure for making the curly mesh a mesh project that will be produced. Students: Students discuss. Prepare a plan for making a problem-solving project including division of tasks, preparation of tools, materials, media, and resources needed.
- Phase 3: Develop Making schedule Lecturer: making an agreement on the schedule for making the project (stages) and and collecting Students: Students Developing a project completion schedule by taking into account the time limit that has been determined Together
- Phase 4: Monitoring Project Activity and Development Lecturer: Monitoring the activity of students during carry out the project, monitor the realization of progress and guide if you experience difficulties Students: carry out the project according to the schedule, record each stage, discuss any problems that arise regarding basic hair curling with the lecturer
- Phase 5: Test the results Lecturer: see the results of the student's

Able to do vertical curling on a manequene on a man	Basic questions: Lecturer: presents the topic and asks questions about the problem of Vertical curling on mannequins Students: asks basic questions about what students should do regarding the topic/problem solving  DY • Phase 2: Develop a Project Plan Lecturer: Ensure that each student in the group
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				regarding the			
				project creation schedule			
				(stages) and			
				collection			
				Students: Students			
				Prepare a			
				project completion			
				schedule by			
				taking into account the			
				predetermined			
				time limit Together			
				Phase 4:     Monitoring			
				Project Activity			
				and Development			
				Lecturer:			
				Monitoring student activity			
				during carrying			
				out the project monitor the			
				realization of			
				progress and guide if you			
				experience			
				difficulties Students: carry			
				out project			
				creation according to			
				the schedule,			
				record each stage, discuss			
				any problems			
				that arise regarding basic			
				hair curling with the lecturer			
				Phase 5: Test the results			
				Lecturer: see			
				the results of student work			
				Students:			
				Discuss the feasibility of the			
				project that has			
				been created and created a			
				project report to			
				be presented			
				Phase 6:			
				Evaluation of Lecturer			
				Experience:			
				Guiding the project			
				presentation			
				process, responding to			
				the results, then the			
				lecturer and			
				students reflect/conclude			
				Students: Each			
				student presents a			
				report, other			
				students provide			
				responses, and			
				together with the lecturer			
				conclude			
				project results 6 X 50			
12	Students are able to do open	Able to do open curl curling on	Criteria:	Project Based			0%
	curls on a	the model	The assessment criteria are carried	Learning • Phase 1:			
	manequene		out by looking at the following aspects: 1.	Basic questions:			
			Participation: carried out by observing	Lecturer:			
•	•	•		•	•	. !	Ţ

student activities (weight 2)2. UTS: carried out with an assessment during the middle of the semester (weight 2)3. UAS: carried out every semester to measure all indicators (weight 3) 4. Assignment: carried out on each indicator (weight 3) Final Student Score: (2) x Final Exam Score (3) x UTS Score (2) x UAS Score (3) divided by 10.

Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment presents the topic and asks questions about the problem of curling Open curls on mannequins Students: asks basic questions what students should do regarding the topic/problem solving

- Phase 2: Develop a Plan Lecturer Project : Ensure that each student in the group chooses and knows the procedure for making the Open curl curly project that will be produced Students: Students discuss Developing a plan for making a problem solving project including division of tasks, preparation of tools, materials, media, resources needed
- Phase 3: Developing Making schedule Lecturer: making an agreement on the schedule for making the project (stages) and collecting Students: Students Developing a project completion schedule taking into account the time limit that has been determined Together • Phase 4: Monitoring Project Activity and Development Lecturer: Monitoring the activity of students during carry out the project, monitor the realization of progress and guide if you experience difficulties. Students: carry out the project according to the schedule, record each stage, discuss any problems that arise

13	Students are able to curl the design on the model	1 Able to prepare tools for curling designs on models 2 Able to prepare materials for curling designs on models 3Able to practice curling using designs on the model	Criteria: The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment defined the semester (weight 2)3. UAS: carried out with an assessment of the semester (weight 2)3. UAS: carried out on each indicator (weight 3) 4. Assignment: carried out on each indicator (weight 3) Final Exam Score (2) x Final Exam Score (2) x UAS Score (2) x UAS Score (3) divided by 10.  Forms of Assessment:	regarding basic hair curling with the lecturer  • Phase 5: Test the results Lecturer: see the results of the students' work Students: Discuss the feasibility of the project that has been created and create a project report to be presented  • Phase 6: Evaluation of Lecturer Experience: Guiding the project presentation process, responding to the results, then the lecturer and students: Each students: Felect/conclude Students: Each students provide responses, and Together the lecturer concludes the results of the 6 × 50 project Project Based Learning • Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of curling the design on the model Students should do regarding the topic/problem solving  • Phase 2: Develop a Project Plan Lecturer:		0%	
		prepare materials for curling designs on models 3Able to practice curling using designs on	student activities (weight 2)2. UTS: carried out with an assessment during the middle of the semester (weight 2)3. UAS: carried out every semester to measure all indicators (weight 3) 4. Assignment: carried out on each indicator (weight 3) Final Student Score: Participation Score (2) x Final Exam Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	presents the topic and asks questions about the problem of curling the design on the model Students: asks basic questions about what students should do regarding the topic/problem solving  • Phase 2: Develop a			

preparation of tools, materials, media, and resources needed. • Phase 3: Develop Making schedule Lecturer: making an agreement on the schedule for making the project (stages) and collecting Students: Students Developing a project completion schedule taking into account the time limit that has been determined Together
• Phase 4:
Monitoring Project Activity and Development Lecturer: Monitoring the activity of students during carry out the project, monitor the realization of progress and guide if you experience difficulties. Students: carry out the project according to the schedule, record each stage, discuss any problems that arise regarding basic hair curling with the lecturer • Phase 5: Test the results Lecturer: see the results of the students' work Students: Discuss the feasibility of the project that has been created and create a project report to be presented • Phase 6: Evaluation of Lecturer Experience: Guiding the project presentation process, responding to the results, then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and

				Together the lecturer concludes the results of the 6 X 50 project		
14	Able to describe Rebounding	1 Describe the meaning of hair straightening - \-Describe color reflection on rebounding 2 Describe basic rebounding 3 Describes rebounding retouch 4Describe color reflection on rebounding	Criteria: The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2)2. UTS: carried out with an assessment during the middle of the semester (weight 2)3. UAS: carried out every semester to measure all indicators (weight 3) 4. Assignment: carried out on each indicator (weight 3) Final Student Score: Participation Score (2) x Final Exam Score (3) x UTS Score (2) x UAS Score (3) divided by 10.  Form of Assessment: Participatory Activities, Tests	Small Group Discussion 3 X 50		0%
15	Able to perform rebounding on the model	Performing rebounding on the model	Criteria: Performance Rubric	• Project Based Learning • Phase 1: Basic		0%
				questions: Lecturer: presents the topic and asks questions about rebonding problems in the model Students: asks basic questions about what students should do regarding the topic/problem solving • Phase 2: Developing a Lecturer		
				Project Plan : Ensure that each student in the group chooses and knows the procedures for making a rebonding project on the model that will be produced Students: Students discuss Developing a plan for making a problem solving project		
				including division of tasks, preparation of tools, materials, media, resources needed  • Phase 3: Developing a production schedule Lecturer: make		

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## 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.
- 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.