



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Hair Curling and Straightening	8321303045	Main MK Prodigy	T=3	P=0	ECTS=4.77	4	August 19, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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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
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PLO-7	Able to apply skills in the field of cosmetology that support the field of cosmetology education
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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
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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
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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.
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PO - 2	(2) Students have knowledge about hair curling.
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PO - 3	(3) Students have the ability to curl and straighten hair and determine curling and straightening techniques according to client requests.
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PO - 4	(4) Students have a responsible and independent attitude in carrying out assignments and can criticize the results of curling and straightening hair.
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PLO-PO Matrix

		P.O	PLO-5	PLO-7	PLO-8	PLO-12
	PO-1					
	PO-2					
	PO-3					
	PO-4					

PO Matrix at the end of each learning stage (Sub-PO)

		P.O	Week															
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1																	
	PO-2																	
	PO-3																	
	PO-4																	

Short Course Description	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
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References		Main :					
		<ol style="list-style-type: none"> 1. Rostamailis. 2009. Tata Kecantikan Rambut. Macan Jaya Cemerlang : Klaten. 2. Kusumadewi. 2003. Rambut Anda Masalah, Perawatan dan Penataannya. Gramedia Pustaka Utama:Jakarta 3. Direktorat Pendidikan Masyarakat Ditjen Diklusepora. 2002. Tata Kecantikan Rambut Tingkat Terampil. Carina Indah Utama:Jakarta 4. Sontag. Linda. 1989. The Hairstyle, Hair Care and Beauty Book. London. The Apple Press 5. Endang Widjanarko Puspoyo, 2001. Pengeritingan Disain. Merindo Kites and gallery : Jakarta 					
		Supporters:					
Supporting lecturer		Octaverina Kecvara Pritasari, S.Pd., M.Farm. Biyani Yesi Wilujeng, S.Pd., M.Pd.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1		<ol style="list-style-type: none"> 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	<p>1.- Explain the properties of the wave lotion solution - Describe the chemical processes that occur in the hair shaft during the curling process.</p> <p>2.- Explain the properties of normalize solutions</p> <p>3.- Describe the anatomy of the scalp</p> <p>4.- Describe the anatomy of hair</p> <p>5.- Able to differentiate various types of client's skin and hair</p> <p>6.- Description of the chemical processes that occur in the hair shaft during the curling process.</p>	<p>Criteria:</p> <p>1.The assessment criteria are carried out by looking at the aspects: observation of student activities (weight 2)</p> <p>2)Student Final Score: Participation Score (2) x Final Exam Score (3) x UTS Score (2) x UAS Score (3) divided</p> <p>2.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</p> <p>3.3. UAS: carried out every semester to measure all indicators (weight 3)</p> <p>4.4. Task: carried out on each indicator (weight 3)</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Lectures, presentations, discussions 1 X 3		<p>Material: Properties of wave lotion and normalize solutions.</p> <p>Reference: <i>Rostamailis. 2009. Hair Beauty. Macan Jaya Cemerlang: Klaten.</i></p> <p>Material: Anatomy of the scalp and hair, various types of skin and hair, 2.6 Endescription of chemical processes that occur in the hair shaft during the curling process.</p> <p>Reader: <i>Kusumadewi. 2003. Your Hair Problems, Care and Styling. Gramedia Pustaka Utama: Jakarta</i></p>	0%
3	Able to describe the steps for curling hair	<p>1.1. Explain how to analyze hair.</p> <p>f. Explain how to test waves</p> <p>2.2. Explain the skin sensitivity technique (patch test)</p> <p>3.3. Explain sectioning of hair</p> <p>4.4. Explain how to choose the right rotto</p> <p>5.5. Describe the method of winding hair using rotto</p> <p>6.6. Explain the time for curling</p>	<p>Criteria:</p> <p>1.1. Participation: carried out by observing student activities (weight 2)</p> <p>4. Assignment: carried out on each indicator (weight 3)</p> <p>Final Student Score: Participation Score (2) x Final Exam Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</p> <p>2.2. UTS: carried out with an assessment during the middle of the semester (weight 2)</p> <p>3.3. UAS: carried out every semester to measure all indicators (weight 3)</p> <p>4.4. Task: carried out on each indicator (weight 3)</p> <p>Form of Assessment : Test</p>	Demonstration, lecture, discussion 1 X 50			0%

4	Able to do basic curling on a manequene.	<p>1.- Explain the basic steps of perming - Explain the technique step 2 (Sectioning) - Explain the technique step 3 (Rotto hair rolling)</p> <p>2.- Identify the tools and materials used for basic perming</p> <p>3.- Explain the technique of step 1 (Preparation)</p> <p>4.Explaining the technique step 2 (Sectioning)</p>	<p>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.</p> <p>Form of Assessment : Test</p>	Demonstration, Lecture, presentation 1 X 50	<p>• Phase 1: Basic questions: Lecturer: conveys the topic and asks questions about basic curling problems on manequins</p> <p>Students: asks basic questions about what students should do regarding the topic/problem solving</p> <p>• 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</p> <p>• 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</p>	<p>Material: how to analyze hair and skin sensitivity techniques (patch test) Reference: <i>Rostamailis. 2009. Hair Beauty. Macan Jaya Cemerlang: Klaten.</i></p> <p>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: <i>Kusumadewi. 2003. Your Hair Problems, Care and Styling. Gramedia Pustaka Utama: Jakarta</i></p>	0%
5	Able to do basic curling on a manequene.	<p>1.- Explain the basic steps of perming - Explain the technique step 2 (Sectioning) - Explain the technique step 3 (Rotto hair rolling)</p> <p>2.- Identify the tools and materials used for basic perming</p> <p>3.- Explain the technique of step 1 (Preparation)</p> <p>4.Explaining the technique step 2 (Sectioning)</p>	<p>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.</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance</p>		<p>• 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</p> <p>• Phase 5: Testing the results Lecturer: seeing the results of student work Students: Discussing the feasibility of the project that has been created and making a project report to be presented</p> <p>• 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 lecturer conclude the project results 3x 50</p>	<p>Material: how to analyze hair and skin sensitivity techniques (patch test) Reference: <i>Rostamailis. 2009. Hair Beauty. Macan Jaya Cemerlang: Klaten.</i></p> <p>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: <i>Kusumadewi. 2003. Your Hair Problems, Care and Styling. Gramedia Pustaka Utama: Jakarta</i></p>	0%
6	Students are	1.Explains the	Criteria:	• Project Based			0%

	<p>able to do basic curling on the model</p>	<p>purpose of basic curling - Explains the ingredients for basic curling - Explains the steps for basic curling 2.- Explain the tools used for basic curling 3.- Explains the ingredients for basic curling 4.- Explain basic curling work procedures</p>	<p>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.</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance</p>	<p>Learning</p> <ul style="list-style-type: none"> Phase 1: Basic questions: Lecturer: presents 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: Develop a Project Plan Lecturer: Ensure that each student in the group chooses and knows the procedures for making the basic curly project that will be produced. 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 			
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				<p>the schedule, record each stage, discuss any problems that arise regarding basic hair curling with the lecturer</p> <ul style="list-style-type: none"> 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 result 		
7	Students are able to curl mesh a mesh on a manequene	Able to curl Brick on a manequene	<p>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.</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	<p>6 X 50</p> <ul style="list-style-type: none"> Project Based Learning Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of curling mesh a mesh on manequins Students: asks basic questions what students should do regarding the topic/problem solving Phase 2: Developing Project Planning Lecturer: Ensure that each student in the group chooses and knows the procedures for making the curly mesh a mesh project that will be produced Students: Students discuss Developing a plan for making a problem solving project 	<p>Material: Tools and materials for practicing mesh a mesh on a manequin. Library: <i>Rostamailis. 2009. Hair Beauty. Macan Jaya Cemerlang: Klaten.</i></p> <hr/> <p>Material: mesh a mesh technique Reference: <i>Endang Widjanarko Puspoyo, 2001. Design Curling. Merindo Kites and gallery : Jakarta</i></p>	0%

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
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,

				then the lecturer and students reflect/conclude Students: Each student presents a report, other students provide responses, and together with the lecturer conclude the results of the		
8		Meeting materials 1-7		6 X 50 project Written Test 2 x 50		0%
9	Students are able to curl Brick on a manequene	Able to curl Brick on a manequene	<p>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.</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	<p>• Project Based Learning</p> <p>• Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of curling bricks on mannequins Students: asks basic questions about what students should do regarding the topic/problem solving</p> <p>• Phase 2: Develop a Project Plan Lecturer: Ensure that each student in the group chooses and knows the procedures 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.</p> <p>• Phase 3: Develop Lecturer Making schedule : making an agreement on the project making schedule (stages) and collecting Students: Students Developing a project completion schedule by taking into account the</p>		0%

				<p>mutually determined time limit</p> <ul style="list-style-type: none"> 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, 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 curl chopsticks on a manequene	Able to do Chopstick curling on a manequene	<p>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</p>	<p>6 X 50 project Learning</p> <ul style="list-style-type: none"> Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of curling Chopsticks on manequins Students: asks basic questions about what students should do regarding the topic/problem 			0%

Score (2) x UAS
Score (3) divided by
10.

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

				<p>work</p> <p>Students: Discuss the feasibility of the project that has been created and create a project report to be presented</p> <ul style="list-style-type: none"> • Phase 6: Evaluation of Lecturer Experience: Guiding the project presentation process, responding to the results, then the lecturer and students reflect/conclude <p>Students: Each student presents a report, other students provide responses, and Together the lecturer concludes the results of the</p>			
11	Students are able to perform vertical curling on a manequene	Able to do vertical curling on a manequene	<p>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.</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	<p>6 X 50 project</p> <ul style="list-style-type: none"> • Project Based Learning • Phase 1: Basic questions: Lecturer: presents the topic and asks questions about the problem of Vertical curling on manequins Students: asks basic questions about what students should do regarding the topic/problem solving • Phase 2: Develop a Project Plan Lecturer: Ensure that each student in the group chooses and knows the procedure for making the vertical 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 			0%

				<p>an agreement regarding the project creation schedule (stages) and collection</p> <p>Students: Students Prepare a project completion schedule by taking into account the predetermined time limit</p> <p>Together</p> <p>• 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</p> <p>• 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</p> <p>• 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</p>			
12	Students are able to do open curls on a manequene	Able to do open curl curling on the model	<p>Criteria: The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing</p>	<p>• Project Based Learning</p> <p>• Phase 1: Basic questions: Lecturer:</p>			0%

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.

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

				<p>regarding basic hair curling with the lecturer</p> <ul style="list-style-type: none"> 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 		
13	Students are able to curl the design on the model	<ol style="list-style-type: none"> 1.- Able to prepare tools for curling designs on models 2.- Able to prepare materials for curling designs on models 3.-Able to practice curling using designs on the model 	<p>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.</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	<ul style="list-style-type: none"> 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: asks basic questions about what students should do regarding the topic/problem solving Phase 2: Develop a Project Plan Lecturer: Ensure that each student in the group chooses and knows the procedures for making design curly projects on the model that will be produced. Students: Students discuss. Prepare a plan for making a problem solving project including division of tasks, 		0%

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	<p>1.- Describe the meaning of hair straightening</p> <p>- \-Describe color reflection on rebounding</p> <p>2.- Describe basic rebounding</p> <p>3.- Describes rebounding retouch</p> <p>4.-Describe color reflection on rebounding</p>	<p>Criteria:</p> <p>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)</p> <p>Final Student Score: Participation Score (2) x Final Exam Score (3) x UTS Score (2) x UAS Score (3) divided by 10.</p> <p>Form of Assessment :</p> <p>Participatory Activities, Tests</p>	Small Group Discussion 3 X 50			0%
15	Able to perform rebounding on the model	Performing rebounding on the model	<p>Criteria:</p> <p>Performance Rubric</p>	<ul style="list-style-type: none"> • Project Based Learning • Phase 1: Basic questions: Lecturer: presents the topic and asks questions about rebounding problems in the model Students: asks basic questions about what students should do regarding the topic/problem solving • Phase 2: Developing a Lecturer <p>Project Plan : Ensure that each student in the group chooses and knows the procedures for making a rebounding project on the model that will be produced</p> <p>Students : Students discuss Developing a plan for making a problem solving project including division of tasks, preparation of tools, materials, media, resources needed</p> <ul style="list-style-type: none"> • Phase 3 : Developing a production schedule Lecturer: make an agreement 			0%

				<p>regarding the project creation schedule (stages) and collection</p> <p>Students: Students Prepare a project completion schedule by taking into account the predetermined time limit</p> <p>Together</p> <ul style="list-style-type: none"> • Phase 4: Monitoring Project Activity and Development <p>Lecturer: Monitoring student activity during carrying out the project monitor the realization of progress and guide if you experience difficulties</p> <p>Students: carry out project creation according to the schedule, record each stage, discuss any problems that arise regarding basic hair curling with the lecturer</p> <ul style="list-style-type: none"> • Phase 5: Test the results <p>Lecturer: see the results of student work</p> <p>Students: Discuss the feasibility of the project that has been created and created a project report to be presented</p> <ul style="list-style-type: none"> • Phase 6: Evaluation of Lecturer Experience: Guiding the project presentation process, responding to the results, then the lecturer and students reflect/conclude <p>Students: Each student presents a report, other students provide responses, and together with the lecturer conclude project results</p> <p>6 X 50</p>			
16					Written Test 2 x 50		0%

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.