



**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																																																	
Javanese Bridal Makeup	8321303004	prodigy	T=0 P=3 ECTS=4.77	5	January 2, 2023																																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																	
	Sri Usodoningtyas, Dindy Shinta Megasari		sri usodoningtyas		Nia Kusstianti, S.Pd., M.Pd.																																																	
<b>Learning model</b>	<b>Case Studies</b>																																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																					
	<b>PLO-5</b>	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																																																				
	<b>PLO-7</b>	Able to apply skills in the field of cosmetology that support the field of cosmetology education																																																				
	<b>PLO-12</b>	Able to explain the principles of professionalism that support the field of cosmetology education including: skin beauty, hair beauty, bridal make-up, and entrepreneurship																																																				
	<b>Program Objectives (PO)</b>																																																					
	<b>PO - 1</b>	Having knowledge of basic principles, able to solve problems in the field of Indonesian bridal make-up																																																				
	<b>PLO-PO Matrix</b>																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-7</td> <td>PLO-12</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-5	PLO-7	PLO-12	PO-1																																												
	P.O	PLO-5	PLO-7	PLO-12																																																		
	PO-1																																																					
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>				P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																						
PO-1																																																						
<b>Short Course Description</b>	This course provides an understanding of the basic concepts and development of traditional Javanese bridal make-up art consisting of Jogjakarta, Central Java and East Java bridal make-up. Explanation of various Javanese bridal make-up which is divided into berpaes and non-paes categories, consisting of bridal make-up from Jogjakarta, Central Java and East Java. Carrying out practice and trials of traditional bridal make-up using traditional Javanese bridal make-up techniques in accordance with fashion developments, and in the process documentation will be carried out for portfolios which will be evaluated and assessed by students and lecturers. The learning process is carried out by applying a constructivist approach, namely with direct, cooperative learning methods, as well as project methods where students in groups are asked to carry out traditional Javanese bridal make-up projects, where there will be a solution to problems that occur in model conditions, limited tools and materials, and limited time. All learning outcomes and student work will be made in the form of a portfolio and report which will be presented by the student																																																					
<b>References</b>	<b>Main :</b>																																																					
	1. Utama: 1) Santoso, Tien: Tata Rias dan Busana Pengantin Seluruh Indonesia , 2010: Jakarta:Gramedia Pendukung; 2) Tilaar, Martha. 1985. Indonesia Bersolek . Jakarta: Gramedia 3) Djamadil, AA. 1990. Mengenal kebudayaan Daerah Indonesia. Jakarta: Prakarsa Mampang Sejahtera 4) ep.dik.bud. 1987. Arti lambang dan fungsi tata rias pengantin dalam menanamkan nilai-nilai budaya . Yogyakarta:Dep.dik.bud 5) Andiyanto. 2004. The Make Over Rahasia Rias Wajah . Jakarta: Gramedia. 6) Khotimah, Khusnul dkk, 2006, Belajar Merias Pengantin , Surabaya: SIC																																																					
	<b>Supporters:</b>																																																					
<b>Supporting lecturer</b>	Sri Usodoningtyas, S.Pd., M.Pd. Dindy Sinta Megasari, S.Pd., M.Pd.																																																					
<b>Week-</b>	<b>Final abilities of each learning</b>	<b>Evaluation</b>	<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>	<b>Learning materials [ References]</b>	<b>Assessment Weight (%)</b>																																																	

	stage (Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( online )	1	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to describe the basic concepts of traditional Javanese bridal make-up, specifications for bridal make-up in Jogyaakarta, Twngah Java and East Java	1.1. Accuracy in explaining the basic principles of Traditional Bridal Makeup 1.2. Accuracy in understanding the basic concepts of Javanese traditional make-up, specifications for bridal make-up in Jogyaakarta, Central Java and East Java 1.3. Accuracy in differentiating traditional Javanese bridal make-up, specifications for Jogyaakarta, Central Java and East Java bridal make-up. Accuracy in explaining similarities between Javanese bridal make-up, specifications for Jogyaakarta, Central Java and East Java bridal make-up	<b>Criteria:</b> 3 <b>Form of Assessment :</b> Participatory Activities	Approach : HOTSMethod :: Mixed method : Discovery Learning Problem Based LearningModel : Direct LearningLearning Strategy : Cooperative (offline) 3 X 50			2%
2	Students have the competency to describe, plan, conduct trials, analyze and evaluate trial results on Traditional Bridal Makeup Culture from Jogyaakarta Jogya Putri	1.Accuracy in describing through the socio-cultural analytical process of Indonesian society 2.Accuracy in explaining the differences between traditional Indonesian bridal make-up	<b>Criteria:</b> 4 <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Approach: HOTSMethod: Mixed Method Discovery Leraning PjBLModel: Direct LeraningLearning Strategy: Demonstration and Direct Practice 3 X 50			5%
3	Students are able to duplicate and evaluate the results of trials on traditional Jogyaakarta bridal make-up material Paes Ageng and Don't Menir	1.Accuracy in understanding the concept of Jogyaakarta Paes Ageng and Don't Menir bridal make-up 2.Determination in duplicating observation results in live and video demonstrations. 3.Accuracy in explaining trial results through evaluation of trial results. 4.Accuracy in communication	<b>Criteria:</b> 5 <b>Form of Assessment :</b> Portfolio Assessment	Approach: HOTMethod: Mixed Method; Discovery Learning PjBL 3 X 50			4%

4	Students are able to duplicate and evaluate the results of trials on traditional Central Java bridal make-up material in the Solo Putri category	<ol style="list-style-type: none"> <li>1. Accuracy in understanding the concept of Solo Putri's Central Java bridal make-up</li> <li>2. Determination in duplicating observation results in live and video demonstrations.</li> <li>3. Accuracy in explaining trial results through evaluation of trial results.</li> <li>4. Accuracy in communication</li> </ol>	<p><b>Criteria:</b> 3</p> <p><b>Form of Assessment :</b> Practical Assessment</p>	<p>Approach: HOTS Method: Mixed Method PjBL Discovery Learning Model: Direct Learning Strategy: Demonstration and Practice 3 X 50</p>			4%
5	Students are able to design the project that will be carried out, implement the results of the design, analyze every obstacle faced and evaluate the results of project work on the material of traditional Central Javanese bridal make-up, Solo Basahan	<ol style="list-style-type: none"> <li>1. Accuracy in designing traditional bridal make-up projects from Central Java, Solo Basahan</li> <li>2. Accuracy in implementing the results of the plan</li> <li>3. Accuracy in solving problems in the process of implementing design results through analysis.</li> <li>4. Accuracy in evaluating the results of the traditional bridal make-up project in Central Java, Solo Basahan</li> <li>5. Accuracy in arguing and communicating, and being responsible for everything he has done.</li> </ol>	<p><b>Criteria:</b> 5</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	<p>Approach: HOTS Method: Mixed Method PjBL Discovery Learning Model: Direct Learning Strategy: Demonstration and Practice 3 X 50</p>			4%

6	Students are able to design the project that will be carried out, implement the results of the design, analyze every obstacle faced and evaluate the results of project work on the material of traditional Central Javanese bridal make-up, Solo Basahan	<ol style="list-style-type: none"> <li>1. Accuracy in designing traditional bridal make-up projects from Central Java, Solo Basahan</li> <li>2. Accuracy in implementing the results of the plan</li> <li>3. Accuracy in solving problems in the process of implementing design results through analysis.</li> <li>4. Accuracy in evaluating the results of the traditional bridal make-up project in Central Java, Solo Basahan</li> <li>5. Accuracy in arguing and communicating, and being responsible for everything he has done.</li> </ol>	<p><b>Criteria:</b> 4</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Approach: HOTS Method: Mixed Method PjBL Discovery Learning Model: Direct Learning Strategy: Demonstration and Practice 3 X 50</p>			5%
7	Students are able to design the project to be carried out, implement the design results, analyze every obstacle faced and evaluate the results of project work on the material of Traditional Central Java bridal make-up Semarang Denok	<ol style="list-style-type: none"> <li>1. Accuracy in designing a traditional bridal make-up project in Central Java, Semarang Denok</li> <li>2. Accuracy in implementing the design results</li> <li>3. Accuracy in solving problems in the process of implementing design results through analysis.</li> <li>4. Accuracy in evaluating the results of the traditional bridal make-up project in Central Java, Semarang Denok</li> <li>5. Accuracy in arguing and communicating, and being responsible for everything he has done.</li> </ol>	<p><b>Criteria:</b> 2</p> <p><b>Form of Assessment :</b> Test</p>	<p>Approach: HOTS Method: Mixed Method: PjBL Discovery Learning Model: Direct Learning Strategy: Demonstration and Performance Practice 3 X 50</p>			7%
8	UTS Theory	Students are able to answer all the questions given	<p><b>Criteria:</b> 3</p> <p><b>Form of Assessment :</b> Test</p>	HOTS 3 X 50 approach			10%

9	Students are able to design the project to be carried out, implement the design results, analyze any obstacles faced and evaluate the results of project work on traditional bridal make-up material from the island of Sulawesi.	5	<b>Criteria:</b> 10  <b>Form of Assessment :</b> Practice / Performance	<ul style="list-style-type: none"> <li>● Practice in the studio</li> <li>● Project Based Learning, Discussion in groups</li> <li>● Phase 1: Determining Basic Questions The lecturer asks: What is the basic concept of traditional bridal make-up in Sulawesi? Students respond to the lecturer's questions.</li> <li>● Phase 2: Developing a Project Plan The lecturer gives students time to design the project in the form of a job sheet. Students create designs in the form of job sheets in groups</li> </ul>			10%
10	designing an Indonesian bridal project on the island of Sulawesi	7	<b>Criteria:</b> 7  <b>Form of Assessment :</b> Practice / Performance	<ul style="list-style-type: none"> <li>● Practice in the studio</li> <li>● Project Based Learning, Discussion in groups</li> <li>● Phase 1: Determining Basic Questions The lecturer asks: What is the basic concept of traditional bridal make-up in Sulawesi? Students respond to the lecturer's questions.</li> <li>● Phase 2: Developing a Project Plan The lecturer gives students time to design the project in the form of a job sheet. Students create designs in the form of job sheets in groups</li> </ul>			7%
11	implementing the results and evaluating Sulawesi brides	10	<b>Criteria:</b> 10  <b>Form of Assessment :</b> Participatory Activities	<ul style="list-style-type: none"> <li>● Practice in the studio</li> <li>● Project Based Learning, Discussion in groups</li> <li>● Phase 1: Determining Basic Questions The lecturer asks: What is the basic concept of traditional bridal make-up in Sulawesi? Students respond to the lecturer's questions.</li> <li>● Phase 2: Developing a Project Plan The lecturer gives students time to design the project in the form of a job sheet. Students create designs in the form of job sheets in groups</li> </ul>			7%

12	Students are able to design the project to be carried out, implement the design results, analyze every obstacle faced and evaluate the results of project work on Balinese make-up material	5	<p><b>Criteria:</b> 7</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test</p>	<ul style="list-style-type: none"> <li>● Practice in the studio</li> <li>● Project Based Learning, Discussion in groups</li> <li>● Phase 1: Determining Basic Questions Lecturer asks: What are the basic concepts</li> </ul>			5%
13	designing a Balinese bridal project	4	<p><b>Criteria:</b> 10</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> <li>● Practice in the studio</li> <li>● Project Based Learning, Discussion in groups</li> <li>● Phase 1: Determining Basic Questions Lecturer asks: What is the basic concept of a Balinese bride</li> </ul>			8%
14	NTB bridal project	10	<p><b>Criteria:</b> 7</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Practice in the studio</li> <li>● Project Based Learning, Discussion in groups</li> <li>● Phase 1: Determining Basic Questions The lecturer asks: What is the basic concept of traditional bridal make-up in NTB? Students respond to the lecturer's questions.</li> <li>● Phase 2: Developing a Project Plan The lecturer gives the students time to design the project in the form of a job sheet. Students create a design in the form of a job sheet in groups</li> <li>● Phase 3: Prepare a schedule</li> </ul>			10%

15	NTB bridal make-up	4	<b>Criteria:</b> 4  <b>Form of Assessment :</b> Participatory Activities	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Practice in the studio</li> <li>● Project Based Learning, Discussion in groups</li> <li>● Phase 1: Determining Basic Questions The lecturer asks: What is the basic concept of traditional bridal make-up in NTB? Students respond to the lecturer's questions.</li> <li>● Phase 2: Developing a Project Plan The lecturer gives the students time to design the project in the form of a job sheet. Students create a design in the form of a job sheet in groups</li> <li>● Phase 3: Prepare a schedule</li> </ul>			10%
16	project on traditional bridal make-up material from the islands of NTT, Maluku and Papua.	3	<b>Criteria:</b> 5  <b>Form of Assessment :</b> Participatory Activities	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Practice in the studio</li> <li>● Project Based Learning, Discussion in groups</li> <li>● Phase 1: Determining Basic Questions The lecturer asks: What is the basic concept of traditional bridal make-up in NTB? Students respond to the lecturer's questions.</li> <li>● Phase 2: Developing a Project Plan The lecturer gives the students time to design the project in the form of a job sheet. Students create a design in the form of a job sheet in groups</li> <li>● Phase 3: Prepare a schedule</li> </ul>			2%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	31%
2.	Project Results Assessment / Product Assessment	20.5%
3.	Portfolio Assessment	4%
4.	Practical Assessment	4%
5.	Practice / Performance	21%
6.	Test	19.5%
		100%

#### 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.