	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
make-up ethnography		8321302004		T=2	P=0	ECTS=3.18	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Nia Kusstianti, S.Pd., M.Pd.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
	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 apply skills in the field of cosmetology that support the field of cosmetology education
	PLO-9	Create, design, carry out research, analyze and implement research results
	PLO-11	Able to explain basic knowledge in the field of cosmetology
	Program Objectives (PO)	
	PLO-PO Matrix	
		P.O	PLO-5	PLO-7	PLO-9	PLO-11
	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

Short Course Description	This course examines and provides an understanding of the basic concepts of ethnography and its urgency in the field of make-up, cultural forms in the field of make-up, the form and meaning of East Javanese bridal make-up, East Javanese wedding ceremony processions, society and elements of society, processes social status in society, social strata and its application to the choice of people's make-up, as well as social and cultural changes and their implications in the field of make-up. Learning is carried out by applying a constructivist approach. The learning methods used are discussions, lectures, group presentations, and project work by conducting interviews, observations and preparing reports.

References	Main :	
	1. Koentjaraningrat. 1986. PengantarIlmu Etnografi. Jakarta : Aksara BaruKoentjaraningrat. 1992 . Pokok-pokok Etnografi Sosial. Jakarta : Dian RakyatPelly, Usman, 1994. Teori-teoriSosial Budaya. Proyek Pembinaan Mutu Tenaga KependidikanSoerjono, Soekamto. 2009. SosiologiSuatu Pengantar . Jakarta: Rajawali PressSri Jatiningsih, Juhadi. 1997. PengantinMalang Keputren (Tata Rias, tata Busana, dan tata Upacara) . Malang: IKIPMalang Press Tien. S. 2012. Tata Rias dan Pengantin Nusantara. Jakarta: Gramedia	
	Supporters:	

Supporting lecturer	Sri Usodoningtyas, S.Pd., M.Pd. Prof.Dr. Mutimmatul Faidah, S.Ag., M.Ag.

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)

			Criteria:				
1	Able to understand the meaning of make-up ethnography, the purpose of ethnography, methods and characteristics of ethnographic research and the urgency of studying it for Bachelor of Make-up Education students	Explaining the meaning of make-up ethnography. Explaining the purpose of ethnography. Explaining the methods and characteristics of make-up ethnography. Mentioning the scope of make-up ethnography and the urgency of studying it as a make-up student.	**Criteria:** 1.4: Correct, clear and systematic answer 2.3: Correct answer, clear and not systematic 3.2: Correct answer, unclear and unsystematic 4.1: Wrong answer	Brain Storming, discussion and searching for library sources 2 X 50			0%
2	Students are able to understand cultural forms	a. Mention and explain forms of culture b. Create examples of cultural forms in the field of make-up.c. Analyzing cultural forms in bridal make-up	**Criteria:** 1.4: Correct, clear and systematic answer 2.3: Correct answer, clear and not systematic 3.2: Correct answer, unclear and unsystematic 4.1: Wrong answer	Library search, discussion and reflection 2 X 50			0%
3	Understand cultural elements	a. Mention and explain cultural elements b. Explain the relationship between cultural elements and make-up. c. Analyze cultural elements in each area	**Criteria:** 4: Correct answer, clear and systematic 3: Correct answer, clear and unsystematic 2: Correct answer, unclear and unsystematic 1: Wrong answer	Library search, discussion and discovery 2 X 50			0%

| 4 | Students are able to understand ceremonies based on the Life Cycle | a. Explain the meaning of ceremonies based on the life cycle and examples in life in society b. Describe the types of life cycle ceremonies in each area and their relevance in the field of make-up c. Formulate the meaning and philosophy of the ceremony based on the life cycle that exists in society | **Criteria:** 1.4 The report explains all components according to the task completely, provides a good analysis, is equipped with supporting documentation, and provides a description of suggestions for improvement of the phenomenon being studied. 2.3 In the report all components comply with the task completely, a good analysis is provided, equipped with supporting documentation and a description of suggestions for improvement of the phenomenon studied is not explained. 3.2 In the report, all components according to the task are incomplete, given a good analysis, not equipped with supporting documentation and not explained in the description of suggestions for improvement of the phenomenon studied 4.1 In the report, all components according to the assignment are incomplete, the analysis is given inadequately, not equipped with supporting documentation and the description of suggestions for improvement of the phenomenon studied is not explained. | Cooperative learning, discussion, and searching for library sources and other references 2 X 50 | | | 0% |
| 5 | Understanding Indonesian ethnography | a. Explain the geography of Indonesiab. Explain the origin/race of Indonesian people c. Explaining the Indonesian cultural family | | Cooperative 2 X 50 | | | 0% |

6	Understand the concept of beauty, Spa traditions and beauty treatments across history and countries	a. Explains the history and traditions of Spas in the world. explains the history and traditions of beauty care in the world. Arranging the development of Spa in a historical trajectory. Arranging the development of beauty care in a historical trajectory. Understanding the concept of beauty in historical trajectories	**Criteria:** 1.4: Systematic and complete 2.3. Systematic, incomplete 3.2. Not systematic and complete 4.1. Not systematic and incomplete	Inquiry and discussion 2 X 50			0%
7	Understand lifestyle and makeup trends in Indonesia	a. Explain the meaning of lifestyle b. Explain the factors that influence lifestyle c. Give an example of the influence of lifestyle in choosing make-up. Explain the meaning of trend. Make examples of bridal makeup trends	**Criteria:** 1.4: Systematic and complete 2.3. Systematic, incomplete 3.2. Not systematic and complete 4.1. Not systematic and incomplete	Discussion and MPK 2 X 50			0%
8	UTS Able to answer questions according to material 1 -7			2 X 50			0%

| 9 | Students are able to understand Banjar ethno beauty: traditions of beauty care, use of cosmetics and bridal make-up | 1. Explain Banjar ethnography2. Explain the beauty care traditions of the Banjar community3. explain the traditions and use of Banjar cosmetics 4. explaining the form and meaning of Banjar bridal make-up | **Criteria:**
1.4 In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the writer's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained.
2.3 In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained.
3.2 In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained.
4.1 In the portfolio, all components according to the assignment are described and explained incompletely, the analysis provided is not good, the author's creativity is not visible and suggestions for improvement of the phenomenon studied are not explained. | Discussion and Search 2 X 50 | | | 0% |

10	Understanding Madurese Ethnobeauty: traditions of beauty care, cosmetics and bridal make-up	1. explain Madurese Ethnography2. Explain the beauty care traditions of the Madurese people3. Explain the traditions of Madurese people's use of cosmetics\4. Explain the form and meaning of Madurese bridal make-up	**Criteria:** 1.4 In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the writer's creativity is visible and a description of suggestions for improvement of the phenomenon studied is explained. 2.3 In the portfolio, all components according to the assignment are described and explained completely, a good analysis is given, the author's creativity is less visible and a description of suggestions for improvement of the phenomenon studied is explained. 3.2 In the portfolio, all components according to the assignment are described and explained incompletely, given a good analysis, the author's creativity is not visible and the description of suggestions for improvement of the phenomenon studied is not explained. 4.1 In the portfolio, all components according to the assignment are described and explained incompletely, the analysis provided is not good, the author's creativity is not visible and suggestions for improvement of the phenomenon studied are not explained.	Project work 2 X 50			0%
11							0%
12							0%
13							0%
14							0%
15							0%

| 16 | | | **Form of Assessment** :
Project Results
Assessment / Product
Assessment | | | | 0% |

Evaluation Percentage Recap: Project Based Learning

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.