| | Universitas Negeri Surabaya<br>**Faculty of Engineering,**<br>**Cosmetology Education Undergraduate Study Program** | | **Document Code** |
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# SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|
| **Traditional Hair and Bun Styling** | 8321303073 | Compulsory Study Program Subjects | T=3 | P=0 | ECTS=4.77 | 2 | June 1, 2022 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
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| | Sri Usodoningtyas, Dindy Shinta Megasari | sri usodoningtyas | Nia Kusstianti, S.Pd., M.Pd. |

| Learning model | **Project Based Learning** | |
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| **Program Learning Outcomes (PLO)** | **PLO study program which 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-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** | Have knowledge of basic principles, able to solve problems in the field of traditional hair styling and buns Have the ability to recognize, design and apply learning plans and practical designs in the field of traditional hair styling and buns Have competence in designing, implementing, analyzing and finding alternative solutions, etc. implement it in the field of traditional hair styling and buns, by determining appropriate and current solution concepts. Have morals, ethics, personality, and be able to work together and be responsible in completing practices related to the field of traditional hair styling and buns. |
| | **PLO-PO Matrix** | |

| P.O | PLO-5 | PLO-7 | PLO-12 |
|---|---|---|---|
| PO-1 | | | |

**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 | | | | | | | | | | | | | | | | |

| Short Course Description | The lecture material consists of the history and development of traditional buns, demonstrations of various traditional buns from regions throughout Indonesia, the practice of making buns from all regions on the islands of Sumatra, Java, Sulawesi, Kalimantan, Bali, NTB, NTT , and Maluku using hair pieces, cypress and their own hair. Conduct studies and provide an understanding of the traditional bun arrangement in accordance with the curriculum applicable at the university. The learning activity ended with an exercise in making certain reports by each student in group discussion activities and reflection on various types of traditional bun arrangements. |
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| References | **Main :** |
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| | 1. Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT.Wahanaboga Cakrawala Hotel.<br>2. Lilis Jubaidah, 1996, Penataan Rambut dan Sanggul Modern, Sejarah dan Perkembangannya, Jakarta: UNJ.<br>3. Mayang Calosa, 2015, Cepol & Sanggul Cantik, Praktis & Elegan Untuk Segala Acara, Jakarta: Niaga Swadaya, Prima.<br>4. Ratna Hidayati, 2013, Modifikasi Tata Rias Pengantin: Solo Puteri & Yogya Puteri, Jakarta: Gramedia Pustaka Utama.<br>5. Sandra Lingga, 2016, The Essence of Tradition: Modifikasi Sanggul Pengantin Indonesia, Jakarta: Gramedia Pustaka Utama.<br>6. Sri Usodoningtyas, dkk 2016, Buku Ajar Penataan Sanggul Tradisional, Surabaya: UNESA.<br>7. Tien Santoso, 1998., Perawatan Rambut, Jakarta: UNJ. |
| | **Supporters:** |
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| Supporting lecturer | Sri Usodoningtyas, S.Pd., M.Pd.<br>Octaverina Kecvara Pritasari, S.Pd., M.Farm.<br>Dindy Sinta Megasari, S.Pd., M.Pd.<br>Novia Restu Windayati, S.Pd., M.Pd. |
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| 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 | Able to understand the concept and development of traditional Indonesian bun | - Identify and analyze the development of traditional buns in Indonesia - Identify various types of traditional Indonesian buns | **Criteria:** Students are able to explain and describe the similarities, differences, and analysis and development of traditional bun make-up in Indonesia<br>**Form of Assessment** : Participatory Activities | Model: Cooperative Learning Method: Discussion, assignments, lectures Approach: Scientific 3 X 50 | | **Material:** Development of traditional hair styling and buns **Reference:** *Sri Usodoningtyas, et al 2016, Textbook of Traditional Bun Styling, Surabaya: UNESA.* | 3% |
| 2 | 1.Students are able to get to know various kinds of tools, materials and accessories for traditional Indonesian buns<br>2.Able to use tools and materials according to their needs | 1.Able to identify and function various tools, materials and accessories used for traditional Indonesian buns<br>2.Able to style the front hair according to the guidelines using the correct tools and materials | **Criteria:** 1.able to explain, identify and function of tools, materials and accessories in the process of styling hair and traditional buns<br>2.able to duplicate the results of the lecturer's demonstration<br>**Form of Assessment** : Participatory Activities | Model: Cooperative Learning Method: Discussion, assignment, lecture Approach: Scientific 3 X 50 | | **Material:** Introduction to tools and materials **Library:** *Sri Usodoningtyas, et al 2016, Textbook of Traditional Bun Arrangement, Surabaya: UNESA.* | 3% |
| 3 | 1.Students are able to make traditional buns on the island of Java<br>2.Duplicating and practicing the bun from Jogyakarta (ukel bending and kneading bowl) | 1.- Able to make and style buns from Java Island: 1. Make Yogya bun, Ukel Bend 2. Style hair (make sunggaran) Yogya bun<br>2.Able to make and arrange Bokor mengkurep buns | **Criteria:** 1.Can use tools and materials correctly according to procedures<br>2.Able to form Jogya sunggar and bun correctly and according to procedures<br>**Form of Assessment** : Participatory Activities, Practice/Performance | Model: Direct Teaching Method: Discussion, assignments, lecture demonstrations Approach: Scientific 3 X 50 | | **Material:** Arrangement of the buckled Ukel bun and Konde bun **Reference:** *Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT.Wahanaboga Cakrawala Hotel.*<br>**Material:** Javanese hair styling and buns **Reference:** *Sri Usodoningtyas, et al 2016, Textbook of Traditional Bun Styling, Surabaya: UNESA.* | 5% |

| 4 | Students are able to make traditional buns on the island of Java | 1.- Able to make and style buns from Java Island: 1. Make Solo bun, Ukel Konde 2. Style hair (make sunggaran) Solo bun Ukel Konde and build tulak<br>2.- Form a tulak bun | **Criteria:**<br>5<br>**Form of Assessment** : Practice / Performance | Model: Direct Teaching Method: Discussion, assignment, lecture Approach: Scientific 3 X 50 | | **Material:** Bun Ukel Konde **Library:** *Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT.Wahanaboga Cakrawala Hotel.*<br><br>**Material:** Central Java Hair Styling **Reference:** *Sri Usodoningtyas, et al 2016, Textbook of Traditional Bun Styling, Surabaya: UNESA.*<br><br>**Material:** Bun solo **Pustaka:** *Ratna Hidayati, 2013, Modification of Bridal Makeup: Solo Puteri & Yogya Puteri, Jakarta: Gramedia Pustaka Utama.* | 7% |
| 5 | 1.Students are able to make traditional buns on the island of Java<br>2.Students make buns from West Java and Banten | - Able to make and style buns from Java Island: 1. Make West Javanese and Banten buns, Ciwidey and Nyimas Gamparan buns 2. Style hair (make sunggaran) West Javanese buns and Banten buns, Ciwidey buns and Nyimas Gamparan 3. Make East Javanese buns (Madura) and DKI Jakarta (Cepol) 4. Styling hair (making sungaran) bun East Java (Madura) and bun DKI Jakarta (Cepol) | **Criteria:**<br>1.Able to correctly style Ciwidey hair and buns from West Java<br>2.Able to correctly style Nyimas Gamparan's hair and bun from Banten<br><br>**Forms of Assessment** :<br>Participatory Activities, Practical Assessment, Practical / Performance | Model: Direct Teaching Method: Discussion, assignment, lecture Approach: Scientific 3 X 50 | | **Material:** Sanggul Ciwidey **Library:** *Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT. Wahanaboga Cakrawala Hotel.*<br><br>**Material:** Ciwidey and Nyimas hair and bun styling Gamparan **Library:** *Sri Usodoningtyas, et al 2016, Textbook of Traditional Bun Styling, Surabaya: UNESA.* | 5% |
| 6 | 1.Students are able to make traditional buns on the island of Java<br>2.Students form buns from DKI Jakarta and East Java | - Able to make and style buns from Java Island: 1. Make DKI Jakarta and East Java buns, Cepol buns and Madura buns 2. Style hair (make sunggaran) DKI Jakarta buns and East Java buns, Cepol buns and Madura buns 3. Make buns East Java (Madura) and DKI Jakarta (Cepol) 4. Styling hair (making sungaran) bun East Java (Madura) and bun DKI Jakarta (Cepol) | **Criteria:**<br>1.Able to correctly style hair and buns from DKI Jakarta<br>2.Able to correctly style Madurese hair and buns from East Java<br><br>**Forms of Assessment** :<br>Participatory Activities, Practical Assessment, Practical / Performance | Model: Direct Teaching Method: Discussion, assignment, lecture Approach: Scientific 3 X 50 | | **Material:** Hair styling in a bun with a bun. **Library:** *Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT.Wahanaboga Cakrawala Hotel.*<br><br>**Material:** Madurese hair and bun styling **Reference:** *Sri Usodoningtyas, et al 2016, Textbook of Traditional Bun Styling, Surabaya: UNESA.* | 7% |

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| 7 | Students are able to make a traditional bun on the island of Sumatra | - Able to make and style buns from the island of Sumatra: 1. Make Aceh bun (Sempol Gampang Kemang), Sum-Ut bun (Timpus) 2. Style hair in Aceh bun (Sempol Gampang Kemang), North Sumatra bun (Timpus) | **Criteria:** Students are able to style hair and buns in Aceh sempol gampoang kemang and timpus correctly and according to the criteria<br><br>**Form of Assessment** : Participatory Activities | Model: Direct Teaching Method: Discussion, assignment, lecture Approach: Scientific 3 X 50 | | **Material:** Acehnese bun and North Sumatran bun. **Reference:** *Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT.Wahanaboga Cakrawala Hotel.* | 5% |
| 8 | UTS | UTS | **Criteria:** 1. Students want to answer all the questions given 2. Students are able to complete the project tests given<br><br>**Form of Assessment** : Participatory Activities | UTS 3 X 50 | | | 10% |
| 9 | Students are able to make a traditional bun on the island of Sumatra | - Able to make and style a bun from the island of Sumatra: 1. Make the West Sumatra bun (Lipek Pandan), Bengkulu bun (Sikek bun), and Riau bun (Monkey Tailed Snail) 2. Style the West Sumatra bun (Lipek Pandan), Bengkulu bun (Sikek bun), and Riau bun (Monkey Tail Snail) 3. Making South Sumatra bun (Gelung Malang), and Lampung (Belatung Bracelet) 4. Styling South Sumatra bun hair (Gelung Malang), and Lampung (Gelung Bracelet) | **Criteria:** Able to form Lipek pandan buns and monkey tail snail buns correctly<br><br>**Form of Assessment** : Practice / Performance | Model: Direct Teaching Method: Discussion, assignment, lecture Approach: Scientific 3 X 50 | | **Material:** Pandan lipek bun and monkey tail bun **Reference:** *Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT.Wahanaboga Cakrawala Hotel.*<br><br>**Material:** Bun from the island of Sumatra **Reference:** *Sri Usodoningtyas, et al 2016, Textbook of Traditional Bun Arrangement, Surabaya: UNESA.* | 5% |
| 10 | Students are able to make a traditional bun on the island of Sumatra | - Able to make and style a bun from the island of Sumatra: 1. Make the West Sumatra bun (Lipek Pandan), Bengkulu bun (Sikek bun), and Riau bun (Monkey Tailed Snail) 2. Style the West Sumatra bun (Lipek Pandan), Bengkulu bun (Sikek bun), and Riau bun (Monkey Tail Snail) 3. Making South Sumatra bun (Gelung Malang), and Lampung (Belatung Bracelet) 4. Styling South Sumatra bun hair (Gelung Malang), and Lampung (Gelung Bracelet) | **Criteria:** 1. Students are able to make sikek buns 2. students are able to form bracelet maggot buns 3. Students are able to form a monkey tail snail<br><br>**Form of Assessment** : Participatory Activities | Model: Direct Teaching Method: Discussion, assignment, lecture Approach: Scientific 3 X 50 | | **Material:** arrangement of sikek bun, monkey tail snail and bracelet beatung **Reference:** *Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT.Wahanaboga Cakrawala Hotel.*<br><br>**Material:** Sumatran hair and bun styling **Reference:** *Sri Usodoningtyas, et al 2016, Textbook of Traditional Bun Styling, Surabaya: UNESA.* | 5% |

| 11 | Students are able to make traditional buns on the islands of Sulawesi and Bali | Able to make and style buns from the islands of Sulawesi and Bali: 1. Make buns for Sul-Ut (Pingkan), Sul-Teng/Toli-Toli (Pungut Tetembu), and Sul-Tra/Kendari (Timu Tinambe) 2. Style hair for Sul buns -Ut (Pingkan), Sul-Teng/Toli-Toli (Pungut Tetembu), and Sul-Tra/Kendari (Timu Tinambe) 3. Making a bun from Sul-Sel (Simpolong Tattong), and Balinese bun (Pusung Tagel) 4. Styling bun hair from Sul-Sel (Simpolong Tattong), and Balinese bun (Pusung Tagel | **Criteria:** 1. Students form the Sempolong Tattong bun correctly and according to the criteria 2. Students are able to form pusung tagel correctly and according to the criteria<br>**Form of Assessment** : Participatory Activities | Model: Direct Teaching Method: Discussion, assignment, lecture Approach: Scientific 3 X 50 | | **Material:** bun sempolong tattong **Bibliography:** *Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT.Wahanaboga Cakrawala Hotel.*<br>**Material:** bun pusung tagel **Reference:** *Sri Usodoningtyas, et al 2016, Textbook of Traditional Bun Arrangement, Surabaya: UNESA.* | 5% |
|----|----|----|----|----|----|----|----|
| 12 | Students are able to make traditional buns on the islands of Sulawesi and Bali | Able to make and style buns from the islands of Sulawesi and Bali: 1. Make buns for Sul-Ut (Pingkan), Sul-Teng/Toli-Toli (Pungut Tetembu), and Sul-Tra/Kendari (Timu Tinambe) 2. Style hair for Sul buns -Ut (Pingkan), Sul-Teng/Toli-Toli (Pungut Tetembu), and Sul-Tra/Kendari (Timu Tinambe) 3. Making a bun from Sul-Sel (Simpolong Tattong), and Balinese bun (Pusung Tagel) 4. Styling bun hair from Sul-Sel (Simpolong Tattong), and Balinese bun (Pusung Tagel | **Criteria:** Students are able to make and identify bun pusung gonjer from Bali<br>**Form of Assessment** : Participatory Activities | Model: Direct Teaching Method: Discussion, assignment, lecture Approach: Scientific 3 X 50 | | **Material:** Pusung Gonjer Hair Styling **Reference:** *Sri Usodoningtyas, et al 2016, Textbook of Traditional Bun Styling, Surabaya: UNESA.* | 5% |

| 13 | Students are able to make traditional buns on the island of Kalimantan | Able to make and style a bun from Kalimantan Island: 1. Make a bun from Kal-Tim (Gelong Tali Kuantan), and Kal-Sel (Double Bun) 2. Style hair in a bun from Kal-Tim (Gelong Tali Kuantan), and Kal-Sel (Double Bun)Skilled in hair styling and fansy fantasy buns 3. Making buns from Kal-Teng/Dayak (Jambul Lipet), and Kal-Bar/Ketapang (Dendeng Buns) 4. Styling hair buns from Kal-Teng/Dayak (Jambul Lipet), and Kal-Bar/Ketapang (Banggul Jerky) | **Criteria:** Students are able to form the Kuantan rope gelong bun correctly <br><br> **Form of Assessment** : Participatory Activities, Practice/Performance | Model: Direct Teaching Method: Discussion, assignment, lecture Approach: Scientific 3 X 50 | | **Material:** Hair styling and Kuantan rope gelong bun **Reference:** *Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT.Wahanaboga Cakrawala Hotel.* | 5% |
| 14 | Students are able to make traditional buns on the island of Kalimantan | Able to make and style a bun from Kalimantan Island: 1. Make a bun from Kal-Tim (Gelong Tali Kuantan), and Kal-Sel (Double Bun) 2. Style hair in a bun from Kal-Tim (Gelong Tali Kuantan), and Kal-Sel (Double Bun)Skilled in hair styling and fansy fantasy buns 3. Making buns from Kal-Teng/Dayak (Jambul Lipet), and Kal-Bar/Ketapang (Dendeng Buns) 4. Styling hair buns from Kal-Teng/Dayak (Jambul Lipet), and Kal-Bar/Ketapang (Banggul Jerky) | **Criteria:** 1.Able to style hair and double buns correctly 2.Able to describe the use of the double bun by the people of Kalimantan and for use in Indonesia | Model: Direct Teaching Method: Discussion, assignment, lecture Approach: Scientific 3 X 50 | | **Material:** Hair and bun styling. **Reference:** *Sri Usodoningtyas, et al. 2016, Textbook of Traditional Bun Styling, Surabaya: UNESA.* <br><br> **Material:** Hair styling and buns Double **Reference:** *Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT.Wahanaboga Cakrawala Hotel.* | 7% |
| 15 | Students are able to make traditional buns in Eastern Indonesia | Able to make and style buns from Eastern Indonesia: 1. Make buns from NTB (Samuu Mbanta), NTT/Sika (Lenggeng bun), and North Maluku (bird's tail bun) Style hair buns from NTB (Samuu Mbanta), NTT/Sika ( Bun Lenggeng), and North Maluku (bird's tail bun) | **Criteria:** 1.Able to form a long bun correctly and according to the criteria 2.Able to form samu'u mbanta hair styling and buns 3.Able to form hair styling and monkey tail buns <br><br> **Form of Assessment** : Participatory Activities, Practice/Performance | Model: Direct Teaching Method: Discussion, assignment, lecture Approach: Scientific 3 X 50 | | **Material:** Hair arrangement from NTB **Library:** *Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT.Wahanaboga Cakrawala Hotel.* <br><br> **Material:** Hair and bun styling in NTT and Maluku **Library:** *Sri Usodoningtyas, et al 2016, Textbook of Traditional Bun Styling, Surabaya: UNESA.* | 7% |

| 16 | Students are able to explain and present the results of projects that have been carried out correctly and in accordance with the criteria | 1.Students can work on all the projects that have been planned 2.Students are able to explain the results of the projects they have worked on | **Criteria:** Carrying out all projects correctly, according to the criteria and completely **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance | offline 3 x 50 | | **Material:** Arrangement of Indonesian rambutt and snaggul **Reference:** *Endang W. Puspoyo, 2006, Sanggul, Jakarta: PT.Wahanaboga Cakrawala Hotel.* ---- **Material:** History of the development of the bun **Library:** *Lilis Jubaidah, 1996, Modern Hair and Bun Styling, History and Development, Jakarta: UNJ.* ---- **Material:** Solo and jnogya hair styling **Library:** *Ratna Hidayati, 2013, Bridal Makeup Modifications: Solo Puteri & Yogya Puteri, Jakarta: Gramedia Pustaka Utama.* ---- **Material:** Traditional hair and bun styling in Indonesia **Reference:** *Sri Usodoningtyas, et al 2016, Textbook of Traditional Bun Styling, Surabaya: UNESA.* | 23% |

**Evaluation Percentage Recap: Project Based Learning**

| No | Evaluation | Percentage |
|----|------------|------------|
| 1. | Participatory Activities | 54.25% |
| 2. | Project Results Assessment / Product Assessment | 5.75% |
| 3. | Portfolio Assessment | 5.75% |
| 4. | Practical Assessment | 4% |
| 5. | Practice / Performance | 30.25% |
| | | 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.