



**Universitas Negeri Surabaya  
Faculty of Vocational Studies  
D4 Fashion Design Study Program**

Document Code

**SEMESTER LEARNING PLAN**

|  |  |  |   |  |                          |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|--|--|--|---|--|--------------------------|--|------------------------------|---------------|------|----|----|----|----|----|----|---|--|--|--|--|--|--------------------|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| <b>Courses</b>                         | <b>CODE</b>  | <b>Course Family</b>   | <b>Credit Weight</b>  |  |                          | <b>SEMESTER</b>                          | <b>Compilation Date</b>      |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Upcycle & Zero Waste Fashion           | 9441003132   |  | T=1   | P=2  | ECTS=4.77                | 4  | July 17, 2024                |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>AUTHORIZATION</b>                   | <b>SP Developer</b>  |  | <b>Course Cluster Coordinator</b>   |  |                          | <b>Study Program Coordinator</b>         |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | .....  |  | .....   |  |                          | Dr. Irma Russanti, S.Pd.,<br>M.Ds.       |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Learning model</b>                  | <b>Project Based Learning</b>  |  |   |  |                          |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b> | <b>PLO study program which is charged to the course</b>  |  |   |  |                          |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | <b>Program Objectives (PO)</b>   |  |   |  |                          |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | <b>PLO-PO Matrix</b>   |  |   |  |                          |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  |  | P.O  |   |  |                          |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Short Course Description</b>        | This course provides students with the knowledge and skills to apply fashion upcycles including the basic concept of upcycles, goals, benefits, compiling upcycle fashion research, designing industrial fashion upcycles and planning business fashion upcycles, making a product and presenting it.  |  |   |  |                          |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 20%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table> |  |   |  |                          |  |                              | P.O           | Week |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O                                    | Week   |  |   |  |                          |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | 1  | 2  | 3   | 4  | 5                        | 6  | 7                            | 8             | 9    | 10 | 11 | 12 | 13 | 14 | 15 | 16  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>References</b>                      | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Main :</b></td> <td colspan="6"></td> </tr> <tr> <td></td> <td colspan="6"> <ol style="list-style-type: none"> <li>1. S. Kuswaha and C. Swami. 2017. Upcycling of Apperel and Textile Waste. Internasional Journal Of Home Science. India</li> <li>2. K. H. Joo. Journal of the Korean Society of Fashion Design Vol. 14 No. 1 (2014) pp.173-188 A Study of High Value-Added Upcycled Handbag Designs for the Dubai Luxury Fashion Market</li> <li>3. T. L. Karkazian. 2016. Upcycouture Sustainability In Fashion: Upcycling Wedding Dresses. California State University, Northridge. Amerika Serikat</li> <li>4. Kyungeun, Sung. 2017. Sustainable Production and Compsumption by Upcycling. De Monfort University. [14] Sang Hee, Kwon. "Green Can be the New White for Wedding Dress". 14 Juli 2017</li> </ol> </td> </tr> <tr> <td><b>Supporters:</b></td> <td colspan="6"></td> </tr> </table>   |  |   |  |                          |  |                              | <b>Main :</b> |      |    |    |    |    |    |    | <ol style="list-style-type: none"> <li>1. S. Kuswaha and C. Swami. 2017. Upcycling of Apperel and Textile Waste. Internasional Journal Of Home Science. India</li> <li>2. K. H. Joo. Journal of the Korean Society of Fashion Design Vol. 14 No. 1 (2014) pp.173-188 A Study of High Value-Added Upcycled Handbag Designs for the Dubai Luxury Fashion Market</li> <li>3. T. L. Karkazian. 2016. Upcycouture Sustainability In Fashion: Upcycling Wedding Dresses. California State University, Northridge. Amerika Serikat</li> <li>4. Kyungeun, Sung. 2017. Sustainable Production and Compsumption by Upcycling. De Monfort University. [14] Sang Hee, Kwon. "Green Can be the New White for Wedding Dress". 14 Juli 2017</li> </ol> |  |  |  |  |  | <b>Supporters:</b> |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Main :</b>                          |  |  |   |  |                          |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
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| <b>Supporters:</b>                     |  |  |   |  |                          |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Supporting lecturer</b>             | Dr. Ratna Suhartini, M.Si.   |  |   |  |                          |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Week-</b>                           | <b>Final abilities of each learning stage (Sub-PO)</b>   | <b>Evaluation</b>  |   | <b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b> |                          | <b>Learning materials [ References ]</b> | <b>Assessment Weight (%)</b> |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  |  | <b>Indicator</b>   | <b>Criteria &amp; Form</b>  | <b>Offline ( offline )</b>   | <b>Online ( online )</b> |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>(1)</b>                             | <b>(2)</b>   | <b>(3)</b>   | <b>(4)</b>  | <b>(5)</b>   | <b>(6)</b>               | <b>(7)</b>                               | <b>(8)</b>                   |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| 1                                      | Explanation of RPS and lecture contracts   | Students understand the lecture content and learning outcomes. Students understand and agree to the lecture contract | <b>Criteria:</b><br>good and very good<br><br><b>Form of Assessment :</b><br>Participatory Activities | Discussion<br>3 X 50   |                          |  | 2%                           |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |

|   |   |  |  |                                   |  |  |     |
|---|---|--|--|-----------------------------------|--|--|-----|
| 2 | The basic concept of upcycling fashion                  | Students can explain the meaning of upcycle fashion. Students can explain the purpose of upcycle fashion. Students can explain the benefits of upcycle fashion | <b>Criteria:</b><br>very good, good, not so good, not good<br><br><b>Form of Assessment :</b><br>Participatory Activities  | DiscussionPresentation<br>3 X 50  |  |  | 3%  |
| 3 | Students are able to analyze fashion designer upcycling | 1. Students can explain the character of an upcycle fashion designer2. Students can analyze fashion designer upcycling trends                                  | <b>Criteria:</b><br>very good, good, not so good, and not good<br><br><b>Form of Assessment :</b><br>Participatory Activities  | DiscussionPresentation<br>3 X 50  |  |  | 5%  |
| 4 | Students are able to analyze fashion designer upcycling | 1. Students can explain the character of an upcycle fashion designer2. Students can analyze fashion designer upcycling trends                                  | <b>Criteria:</b><br>very good, good, not so good, and not good<br><br><b>Form of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment | DiscussionPresentation<br>3 X 50  |  |  | 5%  |
| 5 | Students are able to organize upcycle fashion research  | 1. Students are able to explain the theme of upcycle fashion research2. Students are able to identify upcycle fashion research trends                          | <b>Criteria:</b><br>very good and kind<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment   | presentation discussion<br>3 X 50 |  |  | 5%  |
| 6 | Designing an industrial fashion upcycle                 | 1. Students can explain the fashion industry upcycle2. Students can identify the fashion industry upcycle3. Students can design industrial fashion upcycles    | <b>Criteria:</b><br>very competent, competent<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment  | project based learning<br>3 X 50  |  |  | 10% |
| 7 | Designing an industrial fashion upcycle                 | 1. Students can explain the fashion industry upcycle2. Students can identify the fashion industry upcycle3. Students can design industrial fashion upcycles    | <b>Criteria:</b><br>very competent, competent<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment  | project based learning<br>3 X 50  |  |  | 10% |
| 8 | UTS   | Students can work on UTS questions   | <b>Criteria:</b><br>very competent, competent<br><br><b>Form of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment                  | written test<br>3 X 50            |  |  | 20% |

|    |   |   |  |                         |  |  |     |
|----|---|---|--|-------------------------|--|--|-----|
| 9  | Making upcycled fashion products  | 1. Identify upcycled materials<br>2. Identify upcycle techniques<br>3. Designing an upcycle design<br>4. Create a trial<br>5. Make the upcycle happen                       | <b>Criteria:</b><br>very competent, competent<br><br><b>Form of Assessment :</b><br>Participatory Activities   | Work practice<br>3 X 50 |  |  | 5%  |
| 10 | Making upcycled fashion products  | 1. Identify upcycled materials<br>2. Identify upcycle techniques<br>3. Designing an upcycle design<br>4. Create a trial<br>5. Make the upcycle happen                       | <b>Criteria:</b><br>very competent, competent<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment  | Work practice<br>3 X 50 |  |  | 5%  |
| 11 | Making upcycled fashion products  | 1. Identify upcycled materials<br>2. Identify upcycle techniques<br>3. Designing an upcycle design<br>4. Create a trial<br>5. Make the upcycle happen                       | <b>Criteria:</b><br>very competent, competent<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment  | Work practice<br>3 X 50 |  |  | 5%  |
| 12 | Realizing planned products  | Students can combine 2 or 3 designs into 1<br>Cut out parts of clothes according to plan<br>Sew parts of clothes according to plan  | <b>Criteria:</b><br>1.0-60 = fair<br>2.61-75=good<br>3.75-84=pretty good<br>4.85-100=very good<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment | PJBL<br>3 X 50          |  |  | 10% |
| 13 | Presentation of product sales results via the study program's Instagram | Students can present product results in accordance with up-cycling procedures<br>Students can be creative in selling products on the study program's Instagram social media | <b>Form of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment   | PJBL<br>3 X 50          |  |  | 5%  |
| 14 | Presentation of product sales results via the study program's Instagram | Students can present product results in accordance with up-cycling procedures<br>Students can be creative in selling products on the study program's Instagram social media | <b>Form of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment   | PJBL<br>3 X 50          |  |  | 2%  |

|    |   |   |  |                |  |  |    |
|----|---|---|--|----------------|--|--|----|
| 15 | Evaluate the learning process and product sales process | Students can evaluate products being marketed | <b>Criteria:</b><br>1.1=not good<br>2.2=fairly good<br>3.3=good<br>4.4=very good<br><br><b>Form of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment | PJBL<br>3 X 50 |  |  | 3% |
| 16 | Evaluate the learning process and product sales process | Students can evaluate products being marketed | <b>Criteria:</b><br>1.1=not good<br>2.2=fairly good<br>3.3=good<br>4.4=very good<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment                           | PJBL<br>3 X 50 |  |  | 5% |

**Evaluation Percentage Recap: Project Based Learning**

| No | Evaluation                                      | Percentage |
|----|---|------------|
| 1. | Participatory Activities                        | 32.5%      |
| 2. | Project Results Assessment / Product Assessment | 67.5%      |
|    |   | 100%       |

**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.
- 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.
- 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.