<table>
<tr><td></td><td colspan="4">Universitas Negeri Surabaya
Faculty of Vocational Studies
D4 Fashion Design Study Program</td><td>Document Code</td></tr>
</table>

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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Handicrafts		9441003084		**T=0**	**P=3**	**ECTS=4.77**	6	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dra. Yulistiana, M.PSDM	Dr. Yuhri Inang Prihatina, S. Pd, M. Sn	Dr. Irma Russanti, S.Pd., M.Ds.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**

	PLO-13	Able to apply the technical knowledge and skills acquired to develop a creative industry business in the fashion sector and be able to adapt to rapidly changing global market situations

Program Objectives (PO)

PLO-PO Matrix

P.O	PLO-13

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 provides students with the understanding to know and study in general the correlation between the fields of design science and craft arts, so that they can design handicraft products based on local culture based on a concept of source of ideas. Students will also know the categories, functions, types, characteristics, materials and techniques for making handmade handicraft products. The learning activity ended by making a set of handicraft products and presenting them.

References	**Main :**

1. Barber, Ted and Krivoshlykova, Marina, 2006, Global Market Assessment For Handicrafts, Development Alternatives, Inc
2. Schaffer, Jane dan Saunders, Sue, 2012, Fashion Design Course: Accessories, New York: Barron's Educational Series, Inc.
3. Gerval, Oliver, 2010, Fashion Accessories, New York: Firefly Books.
4. Hauck, Hedwig, 2008, Handwork and Handicrafts, London: Steiner Press.
5. Guilmard, Gaelle, 2013, Handmade Designs, h.f.ullman publishing.
6. Stewart's, Martha, 2010, Encyclopedia of Sewing and Fabric Crafts, New York, Random Haouse, Inc.

Supporters:

Supporting lecturer	Dra. Yulistiana, M.PSDM.

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	Students are able to understand the concept of handicraft	1. Explain the definition of handicraft 2. Explain the purpose of making it 3. Explain the scope	**Criteria:** Get good marks if you can answer correctly	Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
2	Students are able to understand the history and development of handicrafts	1. Explain the history of handicrafts 2. Explain the development of handicrafts 3. Explain the characteristics of handicrafts	**Criteria:** Get a good grade if the report prepared meets the criteria.	Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and Vinesa platforms. 3 X 50			0%
3	Students are able to understand the category of arts and crafts	1. Explain the category of arts and crafts 2. Explain the function of arts and crafts 3. Explain the types of arts and crafts	**Criteria:** Get good grades if you can express your opinion correctly	Approach: deductive Method: discussion and lecture Model: Case Study, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
4	Students are able to understand local cultural arts and crafts	1. Explain the meaning of local cultural arts and crafts 2. Identify categories of local cultural arts 3. Explain the characteristics of local cultural arts and crafts	**Criteria:** Get a good grade if the report meets the criteria	Approach: deductive/inductive Method: discussion and lecture Model: Case Study, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
5	Students are able to understand the art of handmade crafts	1. Explain the definition of Handmade craft arts 2. Explain the concept of Handmade craft arts 3. Explain the categories of Handmade craft arts 4. Explain the characteristics of Handmade craft arts	**Criteria:** Get good grades if you can answer questions well	Approach: deductive Method: discussion and lecture Model: Case Study, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
6	Students are able to understand the art of handmade crafts	1. Explain the definition of Handmade craft arts 2. Explain the concept of Handmade craft arts 3. Explain the categories of Handmade craft arts 4. Explain the characteristics of Handmade craft arts	**Criteria:** Get good marks if you can answer well and correctly	Approach: deductive Method: discussion and lecture Model: Case Study, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
7	Students are able to analyze Handicraft products	1. Analyzing Handicraft products based on their categories 2. Analyzing Handicraft products based on their materials 3. Analyzing Handicraft products based on their manufacturing techniques	**Criteria:** Assessment includes: completeness of systematic information on media delivery and examples of communication/question and answer skills	Approach: deductive Method: discussion and lecture Model: Case Study, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
8	Students are able to work on UTS questions		**Criteria:** Value 1 - 100	3 X 50			0%

9	Students are able to plan the manufacture of handicraft products based on the concept of idea sources	1. Determine the idea source concept 2. Develop the idea source concept 3. Determine the handicraft product category 4. Plan the handicraft product design	**Criteria:** Good value if the portfolio preparation meets the criteria	Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
10	Students are able to design handicraft products	1. Create a handicraft product design 2. Determine the main materials 3. Determine additional materials 4. Determine the right manufacturing technique	**Criteria:** Good marks if the planning is good and meets the criteria	Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
11	Students are able to design handicraft products	1. Create a handicraft product design 2. Determine the main materials 3. Determine additional materials 4. Determine the right manufacturing technique	**Criteria:** Good marks are given if the planning is good	Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
12	Students are able to create handicraft products	1. Create handicraft products according to the concept 2. Apply techniques for making handicraft products correctly	**Criteria:** Good value if the product embodiment is also good	Approach: deductive Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
13	Students are able to create handicraft products	1. Create handicraft products according to the concept 2. Apply techniques for making handicraft products correctly	**Criteria:** Good value if the realization is also good	Approach: deductive Method: discussion Model: Project Based Learning, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
14	Students are able to make packaging for Handicraft products	1. Explain the definition of packaging 2. Explain the characteristics of packaging 3. Explain packaging manufacturing techniques	**Criteria:** Good marks will be given if the packaging is good and attractive	Approach: constructivism Method: discussion and lecture Model: Project Based Learning, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
15	Students are able to present Handicraft Products	Presenting handicraft products	**Criteria:** 1. Assessment includes: 2. 1. Completeness of information 3. 2. Systematic delivery of material 4. 3. Media equipment that has been prepared	Approach: inductive Method: discussion Model: Project Based Learning, online using the WA Group, Google meet and Vinesa 3 X 50 platforms			0%
16	Students are able to work on UAS questions		**Criteria:** Value 1 - 100	3 X 50			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** 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.
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.