

		<b>Universitas Negeri Surabaya</b> <b>Faculty of Vocational Studies</b> <b>D4 Fashion Design Study Program</b>					<b>Document Code</b>						
<b>SEMESTER LEARNING PLAN</b>													
<b>Courses</b>		<b>CODE</b>	<b>Course Family</b>		<b>Credit Weight</b>		<b>SEMESTER</b>	<b>Compilation Date</b>					
Material Exploration		9441003108			T=0	P=3	ECTS=4.77	0 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., M.Ds.						
<b>Learning model</b>	Project Based Learning												
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course												
	Program Objectives (PO)												
	PLO-PO Matrix												
	<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 40px;"></td> <td style="width: 100px; text-align: center;">P.O</td> </tr> </table>									P.O			
	P.O												
<b>Short Course Description</b>	This lecture material examines the basic concepts of manipulating fabric (understanding, aims and benefits of fabric creation), various fabric manipulation techniques by forming (gathering, shirring, pleating, tucking, stuffing, cording and origami), changing/damaging fabric ( texture, color, cutting fabric), Create a personal project applying fabric manipulation techniques to a fashion work. Learning is carried out with a scientific approach. The practical activity of making fashion works uses a project-based learning model to manipulate fabric by forming and changing/damaging the fabric in a monumental fashion work												
	<b>References</b> <table border="1" style="width: 100%;"> <tr> <td style="width: 150px;"><b>Main :</b></td> <td></td> </tr> <tr> <td></td> <td>           1. 1) Mary Sckoeser. 1995 . <i>International Textile Design</i>. New York: John Wiley &amp; Sons, Inc 2) Wolff Colette. 1996,<i>The Art Of Manipulating Fabric</i> , Kause Publications Manufactured in the United States Of America3) Wasinger, Susan. 2009. <i>Fabricate, 20 Innovative Sewing Projects That Make That Make Fabric The Star</i>. Asia Pasific Offset: China         </td> </tr> <tr> <td><b>Supporters:</b></td> <td></td> </tr> </table>								<b>Main :</b>			1. 1) Mary Sckoeser. 1995 . <i>International Textile Design</i> . New York: John Wiley & Sons, Inc 2) Wolff Colette. 1996, <i>The Art Of Manipulating Fabric</i> , Kause Publications Manufactured in the United States Of America3) Wasinger, Susan. 2009. <i>Fabricate, 20 Innovative Sewing Projects That Make That Make Fabric The Star</i> . Asia Pasific Offset: China	<b>Supporters:</b>
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<b>Supporters:</b>													
<b>Supporting lecturer</b>													
<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>								
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)						

1	Understand the basic concepts of manipulating fabric	1. Explain the meaning of manipulating fabric 2. Explain the principles of manipulating fabric 3. Give examples of manipulating fabric 4. Explain the role of manipulating fabric in creating clothing	<b>Criteria:</b> 1-100	Learning Model: Cooperative Learning Learning method: Lecture, discussion, observation Approach: Scientific 2 X 50			0%
2	Understand the concept of gathering and shirring	1. Explain the meaning of gathering and shirring 2. Explain the principles of gathering and shirring 3. Mention examples of gathering and shirring 4. Explain the application of gathering and shirring to create clothing	<b>Criteria:</b> 1-100	Learning Model: Cooperative Learning Learning method: Lecture, discussion, observation Approach: Scientific 2 X 50			0%
3	Understand the concept of gathering and shirring	1. Explain the meaning of gathering and shirring 2. Explain the principles of gathering and shirring 3. Mention examples of gathering and shirring 4. Explain the application of gathering and shirring to create clothing	<b>Criteria:</b> 1-100	Learning Model: Cooperative Learning Learning method: Lecture, discussion, observation Approach: Scientific 2 X 50			0%
4	Understand the concept of pleating and tucking	1. Explain the meaning of pleating and tucking 2. Explain the principles of pleating and tucking 3. Mention examples of pleating and tucking 4. Explain the application of pleating and tucking	<b>Criteria:</b> 1-100	Learning Model: Cooperative Learning Learning method: Lecture, discussion, observation Approach: Scientific 2 X 50			0%
5	Understand the concept of pleating and tucking	1. Explain the meaning of pleating and tucking 2. Explain the principles of pleating and tucking 3. Mention examples of pleating and tucking 4. Explain the application of pleating and tucking	<b>Criteria:</b> 1-100	Learning Model: Cooperative Learning Learning method: Lecture, discussion, observation Approach: Scientific 2 X 50			0%

6	Understand the concept of stuffing and cording	1. Explain the meaning of stuffing and cording 2. Explain the principles of stuffing and cording 3. Mention examples of stuffing and cording 4. Explains the application of stuffing and cording to create clothing	<b>Criteria:</b> 1-100	Learning Model: Cooperative Learning Learning method: Lecture, discussion, observation Approach: Scientific 2 X 50		0%
7	Understand the concept of stuffing and cording	1. Explain the meaning of stuffing and cording 2. Explain the principles of stuffing and cording 3. Mention examples of stuffing and cording 4. Explains the application of stuffing and cording to create clothing	<b>Criteria:</b> 1-100	Learning Model: Cooperative Learning Learning method: Lecture, discussion, observation Approach: Scientific 2 X 50		0%
8	UTS			2 X 50		0%
9						0%
10						0%
11						0%
12						0%
13						0%
14						0%
15						0%
16						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.