



**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>																																
Men's Fashion Design	9441003056		T=3 P=0 ECTS=4.77	5	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																																				
		P.O																																			
<b>Short Course Description</b>	This course consists of theory and practice which discusses the basic concepts of men's clothing, materials for men's clothing, patterns or motifs of materials suitable for men's clothing, knowledge about men's clothing design, techniques for measuring men's bodies, techniques for making men's clothing construction patterns. The expected ability after taking this course is that students have skills in making formal men's shirts, pantaloons, casual men's trousers, jackets, and various men's clothing models. The lectures use an individual and classical approach in the form of lectures, demonstrations, discussions, experiments which are complemented by practicums in designing and producing several men's fashion products in accordance with the teaching objectives to be achieved.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. RoetzelBernhad. 1991.Gentleman.Germany :Konimann.</li> <li>2. Poeradisastra,Ratih. 2002. Busana Pria Eksekutif. Jakarta : Gramedia</li> <li>3. Poeradisastra,Ratih. 2003.Padu PAdan Busana Pria. Jakarta :Gramedia</li> <li>4. Sukarno,1981. Menjahit Pakaian Pria. Jilid I,II,III Jakarta : Karya Utama</li> <li>5. Younto Joung. 1991.TechnicalProsentation YJ System Using Short Measure.Soeul.</li> <li>6. GoetPoespo. 2005. Dinamika Busana Pria. Yogyakarta: Kanisius</li> <li>7. Masaaki Kawashima. 1986. Fundamentals Of Men 19s Fashion Design. New York: Fair Child Publication9. Muhammad Hamzah Wancik. 2001. Bina Busana, Pelajaran Menjahit Pakaian Pria, Buku III. Jakarta:Gramedia Pustaka Utama</li> </ol> <p><b>Supporters:</b></p>																																				
<b>Supporting lecturer</b>	Dr. Ratna Suhartini, M.Si.																																				
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	Understand the basic concepts of men's fashion	1. Describe the meaning of men's fashion 2. Identify the parts of men's fashion Skilled in classifying men's fashion based on various occasions	<b>Criteria:</b> assignment assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Model: Cooperative Learning Learning Method: Discussion & Assignments Approach: Scientific 1 X 1			5%																														

2	Understanding and Skilled in Making Basic Patterns of the Male Body	1. Describe the meaning of archetypes 2. Identify the steps for making male archetypes 3. Skilled in making male archetypes	<b>Criteria:</b> assignment assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Model: Direct Instruction Learning Method Demonstration discussion observation 2 X 1 Scientific Approach			5%
3	Understanding and Skilled in Making Men's Shirt Patterns	1. Describe the meaning of shirt patterns 2. Identify the parts of men's shirt patterns 3. Skilled in making men's shirt patterns	<b>Criteria:</b> performance assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Model: Problem Based Learning Learning Method Experimental discussion observation Approach: Scientific 3 X 50			5%
4	Understanding and Skilled in Making Men's Trouser Patterns	1. Describe the meaning of men's trousers patterns 2. Identify the parts of men's trousers patterns 3. Skilled in making men's trousers patterns	<b>Criteria:</b> rubric according to process and product assessment  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Model: Problem Based Learning Learning Method Experimental discussion observation Approach: Scientific 4 X 1			5%
5	Understanding and Skilled in Making Men's Jacket Patterns	1. Describe the meaning of jacket patterns 2. Identify the parts of men's jacket patterns 3. Skilled in making men's jacket patterns	<b>Criteria:</b> assessment rubric according to process and performance assessment  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Model: Problem Based Learning Learning Method Experimental discussion observation Approach: Scientific 5 X 50			5%
6	Skilled in Making Men's Formal Shirts	1. Describe the meaning of jacket patterns 2. Identify the parts of men's jacket patterns 3. Skilled in making men's jacket patterns	<b>Criteria:</b> process and product assessment criteria rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Model: Problem Based Learning Learning Method Experimental discussion observation Approach: Scientific 6 X 50			5%
7	Skilled in Making Men's Formal Shirts	1. Describe the meaning of jacket patterns 2. Identify the parts of men's jacket patterns 3. Skilled in making men's jacket patterns	<b>Criteria:</b> process and product assessment criteria rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Model: Problem Based Learning Learning Method Experimental discussion observation Approach: Scientific 6 X 50			5%
8	UTS	meeting indicators 1-7	<b>Criteria:</b> essay test assessment rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	written test 2 X 50			20%

9	Skilled in making men's formal trousers	1. Describe men's formal trousers 2. Identify the characteristics of men's formal trousers 3. Skilled in making men's formal trousers	<b>Criteria:</b> process and product results assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Model: Project Based Learning Method: Experiment discussion Task Approach: Scientific 6 X 50			5%
10	Skilled in making men's formal trousers	1. Describe men's formal trousers 2. Identify the characteristics of men's formal trousers 3. Skilled in making men's formal trousers	<b>Criteria:</b> process and product results assessment rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Model: Project Based Learning Method: Experiment discussion Task Approach: Scientific 6 X 50		<b>Material: 5 Bibliography:</b>	0%
11	Skilled in making men's casual trousers	1. Describe men's casual trousers 2. Identify the characteristics of men's casual trousers 3. Skilled in making men's casual trousers	<b>Criteria:</b> rubric of process and product outcome criteria  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Model: Project Based Learning Method: Experimental discussion Task Approach: Scientific 6 X 50			5%
12	Skilled in making men's casual trousers	1. Describe men's casual trousers 2. Identify the characteristics of men's casual trousers 3. Skilled in making men's casual trousers	<b>Criteria:</b> rubric of process and product outcome criteria  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Model: Project Based Learning Method: Experimental discussion Task Approach: Scientific 6 X 50			5%
13	Skilled at Making Jackets	1. Describe jacket fashion 2. Identify the characteristics of men's jackets 3. Skilled in making men's jackets	<b>Criteria:</b> rubric according to process criteria and finished product  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Model: Project Based Learning Method: Experimental discussion Task Approach: Scientific 6 X 50			5%
14	Skilled at Making Jackets	1. Describe jacket fashion 2. Identify the characteristics of men's jackets 3. Skilled in making men's jackets	<b>Criteria:</b> rubric according to process criteria and finished product  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning Model: Project Based Learning Method: Experimental discussion Task Approach: Scientific 6 X 50		<b>Material: 5 Bibliography:</b>	0%
15	Skilled at Making Uniforms	1. Describe uniform clothing 2. Identify the characteristics of uniforms 3. Skilled in making uniforms	<b>Criteria:</b> rubric for process criteria and finished products  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	learning model: project based learning method: experimental discussion assignment approach: scientific 6 X 50			20%

16	UAS	Performance rubric	<b>Criteria:</b> Performance rubric  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	UAS Practice making shirts		<b>Material:</b> Men's Fashion <b>Library:</b> RoetzelBernhad. 1991. Gentleman. Germany :Konimann.	5%
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**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	22.5%
2.	Project Results Assessment / Product Assessment	77.5%
		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.**