



**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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-----------------------------------|---|-------------------------|-----------------------------------|-----------------------|---|---|----|----|----|----|----|----|-----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Quality Control | 9441002090 | | T=2 P=0 ECTS=3.18 | 3 | July 17, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Dr. Irma Russanti, S.Pd., M.Ds. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | 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: 30px;">P.O</td></tr> </table> | | | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table> | | | | | | | | | | | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | This course contains theoretical studies and within the scope of Quality Control the quality of fashion products which include raw materials, auxiliary materials, pattern quality, cutting, sewing processes and finished products. Calculating sample product prices includes preparing sample product data, sample costs and storing sample data. The case study learning method is used to assess the quality of fashion products, while the project based learning method is used to calculate the price of sample products. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. Fina Rahmawati,2002. Pemeriksaan Kain untuk Garmen.STTT Bandung Widiastuti, 2017. Merchandisingdi Industri Garmen, Yogyakarta.UNY Press | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Dra. Urip Wahyuningsih, M.Pd. Dr. Irma Russanti, S.Pd., M.Ds. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 check the quality of the main raw materials | 1. Students are able to check the construction of the fabric 2. Students are able to check the fabric for defects 3. Students are able to check the strength of the fabric 4. Students are able to check the type of material and color 5 Students are able to make a report recording the results of the material inspection | Criteria: according to the rubric | 1. Listen and listen to the explanation of the concept of checking the quality of raw materials 2. Discuss how to check raw materials 3. Case Study (case study): on the supply of 2 X 50 raw materials | | | 0% |
| 2 | | | | | | | 0% |
| 3 | Students are able to check additional supporting materials | 1.Students are able to check the color of the thread, 2.Students are able to check the adhesion of coatings, 3.students are able to check the strength of the thread, 4.Students are able to check supporting materials according to the design | Criteria: assignment assessment rubric | 1. Listen and listen to the explanation of the concept of checking the quality of additional materials2. Discuss how to check additional ingredients3. Case Study (case study): on the provision of additional materials 2 X 50 | | | 0% |
| 4 | Students are able to check the quality of the pattern | 1.Students can identify development patterns according to quality 2.Students can analyze parts of the pattern according to the design 3.Students check the pattern shape according to the design lines and pattern silhouette 4.Students can check the size of the pattern according to standard 5.Students can check the signs of patterns 6.Students can check the direction marks, size and number of pieces | Criteria: assignment assessment rubric | .1. Listen and pay attention to the explanation of the concept of checking pattern quality. Discuss how to check patterns3. Case Study (case study): on making the 2 X 50 pattern | | | 0% |

| | | | | | | | |
|---|---|--|--|---|--|--|----|
| 5 | Able to check pattern quality | <ol style="list-style-type: none"> 1. Students can identify development patterns according to quality 2. Students can analyze parts of the pattern according to the design 3. Students check the pattern shape according to the design lines and pattern silhouette 4. Students can check the size of the pattern according to standard 5. Students can check the signs of patterns 6. Students can check the direction marks, size and number of pieces | Criteria: assignment assessment rubric | Listen and listen to the explanation of the concept of checking the quality of the patterns. Discuss how to check patterns 3. Case Study (case study): on making the 2 X 50 pattern | | | 0% |
| 6 | Students are able to check the quality of the cut | <ol style="list-style-type: none"> 1. Students can check the deduction results according to the procedure 2. Students can check the packaging of pieces according to the number of designs 3. Students can make pattern inspection reports | Criteria: according to the assignment assessment | 1. Listen and listen to the explanation of the concept of checking pattern quality. Discuss about how to check pattern quality 3. Case Study (case study): on checking the quality of the 2 X 50 pattern | | | 0% |
| 7 | Students are able to check the quality of the cut | <ol style="list-style-type: none"> 1. Students can check the deduction results according to the procedure 2. Students can check the packaging of pieces according to the number of designs 3. Students can make pattern inspection reports | Criteria: assignment assessment rubric | 1. Listen and listen to the explanation of the concept of checking pattern quality. Discuss about how to check pattern quality 3. Case Study (case study): on checking the quality of the 2 X 50 pattern | | | 0% |
| 8 | UTS | | | 2 X 50 | | | 0% |

| | | | | | | | |
|----|--|---|--|--|--|--|----|
| 9 | Students are able to examine the sewing process | <ol style="list-style-type: none"> 1. Students are able to check the results of the stitching (creased stitching, skipping, stitching that is not straight) 2. Students are able to check the installation of components 3. Students are able to check the size 4. Students are able to check the accuracy of installation of complementary materials according to the design 5. Students are able to check that the press results are smooth and not wavy | Criteria: Assignment assessment rubric | <ol style="list-style-type: none"> 1. Listen and pay attention to the explanation of the concept of checking the quality of stitches 2. Discuss how to check the quality of stitching 3. Case Study: on checking the quality of 2 X 50 stitches | | | 0% |
| 10 | Students are able to check finished results/products | <ol style="list-style-type: none"> 1. Students are able to check the stitching results (wrinkled stitching, skipping, uneven stitching) 2. Students are able to check the installation of components 3. Students are able to check the size 4. Students are able to check the accuracy of installation of complementary materials according to the design 5. Students are able to check that the press results are smooth and not wavy | Criteria: assignment assessment rubric | <ol style="list-style-type: none"> 1. Listen and listen to the explanation of the concept of checking the quality of finished products. Discuss how to check product quality 3. Case Study (case study): on examination the results are 2 X 50 | | | 0% |

| | | | | | | | |
|----|---|--|-----------------------------|--|--|--|----|
| 11 | Students are able to check the finished product/product | <p>1. Students are able to check the stitching results (wrinkled stitching, skipping, uneven stitching)</p> <p>2. Students are able to check the installation of components</p> <p>3. Students are able to check the size</p> <p>4. Students are able to check the accuracy of installation of complementary materials according to the design</p> <p>5. Students are able to check that the press results are smooth and not wavy</p> | Criteria: assignment rubric | <p>1. Listen and listen to the explanation of the concept of checking the quality of finished products. Discuss how to check the finished product</p> <p>3. Case Study (case study): on the finished product</p> <p>2 X 50</p> | | | 0% |
| 12 | | | | | | | 0% |
| 13 | | | | | | | 0% |
| 14 | | | | | | | 0% |
| 15 | | | | | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

| 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.**

