


|  | <b>Universitas Negeri Surabaya</b><br><b>Fakultas Sekolah Pascasarjana</b><br><b>Program Studi S2 Pendidikan Teknologi Dan Kejuruan</b>  |  |                 |     |                           | Kode Dokumen |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|---|--|--|-----------------|-----|---------------------------|--------------|-------|--------|--------|--------|---|--|--|--------|--|---|--|--------|--|--|---|--------|--|--|---|--------|---|--|--|--------|--|---|--|--------|--|---|--|--------|--|--|---|--------|--|--|---|---------|--|---|--|
|   | <b>RENCANA PEMBELAJARAN SEMESTER</b>   |  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| MATA KULIAH (MK)  | KODE   | Rumpun MK  | BOBOT (sks)     |     |                           | SEMESTER     |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| Fashion dan Gaya Hidup  | 8310102062   |  | T=2             | P=0 | ECTS=4.48                 | 2            |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| OTORISASI   | Pengembang RPS   |  | Koordinator RMK |     | Koordinator Program Studi |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | Yeni Anistiyasari  |  | .....           |     | ACHMAD IMAM AGUNG         |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| Model Pembelajaran  | Project Based Learning   |  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| Capaian Pembelajaran (CP)   | CPL-PRODI yang dibebankan pada MK  |  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPL-9  | Mampu menyelaraskan kurikulum S2 Pendidikan Teknologi Kejuruan yang relevan dengan tuntutan perkembangan industri global.  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPL-10   | Mampu merencanakan, menerapkan, dan mengevaluasi program pembelajaran inovatif yang efektif dan efisien pada pendidikan S2 Pendidikan Teknologi Kejuruan yang relevan dengan perkembangan industri global. |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPL-11   | Mampu menerapkan riset terapan untuk inovasi metode pembelajaran kejuruan, optimalisasi teknologi yang relevan dengan industri   |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | Capaian Pembelajaran Mata Kuliah (CPMK)  |  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPMK - 1   | Menganalisis tren fashion terkini untuk memahami pengaruh sosial dan budaya dalam gaya hidup (C4)  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPMK - 2   | Mengevaluasi dampak ekonomi dari tren fashion pada industri terkait (C5)   |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPMK - 3   | Menciptakan konsep desain fashion yang inovatif berdasarkan analisis tren dan kebutuhan pasar (C6)   |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPMK - 4   | Menganalisis peran teknologi dalam evolusi fashion dan gaya hidup (C4)   |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPMK - 5   | Mengevaluasi strategi pemasaran dalam industri fashion berdasarkan analisis pasar dan tren (C5)  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPMK - 6   | Menciptakan metode riset baru untuk mengkaji pengaruh fashion terhadap identitas sosial (C6)   |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPMK - 7   | Menganalisis pengaruh globalisasi terhadap perubahan gaya hidup dan fashion di berbagai budaya (C4)  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPMK - 8   | Mengevaluasi keberlanjutan praktek dalam industri fashion dan memberikan rekomendasi untuk peningkatan (C5)  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPMK - 9   | Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6)   |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | CPMK - 10  | Menganalisis dan mengevaluasi peran media dalam membentuk persepsi publik terhadap tren fashion (C4, C5)   |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| Matrik CPL - CPMK   |  |  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   | <table border="1"> <thead> <tr> <th>CPMK</th> <th>CPL-9</th> <th>CPL-10</th> <th>CPL-11</th> </tr> </thead> <tbody> <tr><td>CPMK-1</td><td>✓</td><td></td><td></td></tr> <tr><td>CPMK-2</td><td></td><td>✓</td><td></td></tr> <tr><td>CPMK-3</td><td></td><td></td><td>✓</td></tr> <tr><td>CPMK-4</td><td></td><td></td><td>✓</td></tr> <tr><td>CPMK-5</td><td>✓</td><td></td><td></td></tr> <tr><td>CPMK-6</td><td></td><td>✓</td><td></td></tr> <tr><td>CPMK-7</td><td></td><td>✓</td><td></td></tr> <tr><td>CPMK-8</td><td></td><td></td><td>✓</td></tr> <tr><td>CPMK-9</td><td></td><td></td><td>✓</td></tr> <tr><td>CPMK-10</td><td></td><td>✓</td><td></td></tr> </tbody> </table> |  |                 |     |                           | CPMK         | CPL-9 | CPL-10 | CPL-11 | CPMK-1 | ✓ |  |  | CPMK-2 |  | ✓ |  | CPMK-3 |  |  | ✓ | CPMK-4 |  |  | ✓ | CPMK-5 | ✓ |  |  | CPMK-6 |  | ✓ |  | CPMK-7 |  | ✓ |  | CPMK-8 |  |  | ✓ | CPMK-9 |  |  | ✓ | CPMK-10 |  | ✓ |  |
| CPMK  | CPL-9  | CPL-10   | CPL-11          |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| CPMK-1  | ✓  |  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| CPMK-2  |  | ✓  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| CPMK-3  |  |  | ✓               |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| CPMK-4  |  |  | ✓               |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| CPMK-5  | ✓  |  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| CPMK-6  |  | ✓  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| CPMK-7  |  | ✓  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| CPMK-8  |  |  | ✓               |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| CPMK-9  |  |  | ✓               |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| CPMK-10   |  | ✓  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                  |  |  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |
|   |  |  |                 |     |                           |              |       |        |        |        |   |  |  |        |  |   |  |        |  |  |   |        |  |  |   |        |   |  |  |        |  |   |  |        |  |   |  |        |  |  |   |        |  |  |   |         |  |   |  |

|                      |   | <table><tr><th rowspan="2">CPMK</th><th colspan="16">Minggu Ke</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-4</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-5</td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-6</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-7</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-8</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td></tr><tr><td>CPMK-9</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-10</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr></table> | CPMK  | Minggu Ke  |   |   |                     |   |   |    |    |    |    |    |    |    |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-3 |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-4 |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-5 |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  | CPMK-6 |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  | CPMK-7 |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  | CPMK-8 |  |  |  |  |  |  |  | ✓ |  |  |  |  | ✓ |  |  |  | CPMK-9 |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | CPMK-10 |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |
|----------------------|---|--|---|--|---|---|---------------------|---|---|----|----|----|----|----|----|----|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|---|--|--|--|--|---|--|--|--|--------|--|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|---------|--|--|--|--|--|--|--|--|--|---|---|---|--|--|--|--|
| CPMK                 | Minggu Ke   |  |   |  |   |   |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
|                      | 1   | 2  | 3   | 4  | 5   | 6   | 7                   | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| CPMK-1               | ✓   |  |   |  |   |   |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| CPMK-2               |   | ✓  |   |  |   |   |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| CPMK-3               |   |  | ✓   |  |   |   |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| CPMK-4               |   |  |   | ✓  |   |   |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| CPMK-5               |   |  |   |  | ✓   |   |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| CPMK-6               |   |  |   |  |   | ✓   |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| CPMK-7               |   |  |   |  |   |   | ✓                   |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| CPMK-8               |   |  |   |  |   |   |                     | ✓ |   |    |    |    | ✓  |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| CPMK-9               |   |  |   |  |   |   |                     |   | ✓ |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| CPMK-10              |   |  |   |  |   |   |                     |   |   | ✓  | ✓  | ✓  |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| Deskripsi Singkat MK | Matakuliah Fashion Dan Gaya Hidup pada jenjang S2 program studi Pendidikan Teknologi Dan Kejuruan membahas tentang konsep dasar fashion, tren terkini dalam industri fashion, pengaruh gaya hidup terhadap tren fashion, serta hubungan antara teknologi dan fashion. Tujuan dari matakuliah ini adalah untuk memberikan pemahaman mendalam mengenai hubungan antara fashion dan gaya hidup, serta mengembangkan kreativitas dan pemahaman dalam merancang gaya pakaian yang sesuai dengan tren dan gaya hidup saat ini. Ruang lingkup mata kuliah mencakup analisis tren fashion, perancangan busana, konsep gaya hidup dalam fashion, serta penerapan teknologi dalam industri fashion. |  |   |  |   |   |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| Pustaka              | Utama :   |  |   |  |   |   |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
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|                      | Pendukung :   |  |   |  |   |   |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| Dosen Pengampu       | Prof. Dr. Ratna Suhartini, M.Si.<br>Dr. Irma Russanti, S.Pd., M.Ds.<br>Dr. Imami Arum Tri Rahayu, S.Pd., M.Pd.  |  |   |  |   |   |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| Mg Ke-               | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)   | Penilaian  |   | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |   | Materi Pembelajaran [ Pustaka ]   | Bobot Penilaian (%) |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
|                      |   | Indikator  | Kriteria & Bentuk   | Luring (offline)   | Daring (online)   |   |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| (1)                  | (2)   | (3)  | (4)   | (5)  | (6)   | (7)   | (8)                 |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| 1                    | Mahasiswa diharapkan mampu menganalisis tren fashion terkini dengan mempertimbangkan faktor sosial dan budaya, serta dapat mengaitkan tren tersebut dengan gaya hidup masyarakat.   | 1. Analisis tren fashion terkini<br>2. Pemahaman pengaruh sosial dan budaya dalam gaya hidup   | Kriteria:<br>rubrik penilaian<br><br>Bentuk Penilaian :<br>Praktik / Unjuk Kerja  | Pembelajaran berbasis diskusi dan studi kasus.                                   | Penugasan Esai Analisis Tren Fashion Terkini dengan Pendekatan Sosial dan Budaya<br>2x50      | Materi: Konsep tren fashion, Pengaruh sosial dalam fashion, Pengaruh budaya dalam fashion, Hubungan antara fashion dan identitas sosial<br>Pustaka:<br>Handbook Perkuliahan   | 5%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |
| 2                    | Mahasiswa diharapkan mampu menganalisis tren fashion terkini dengan mempertimbangkan aspek sosial dan budaya, serta dapat mengaitkan hal tersebut dengan gaya hidup masyarakat.   | 1. Indikator dampak ekonomi dari tren fashion pada industri terkait (C5)<br>2. Pemahaman pengaruh sosial dan budaya dalam gaya hidup   | Kriteria:<br>Penilaian Hasil Project / Penilaian Produk<br><br>Bentuk Penilaian :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Diskusi kelompok dan presentasi.   | Diskusi daring tentang tren fashion terkini dengan fokus pada aspek sosial dan budaya<br>2x50 | Materi: Perkembangan tren fashion, Faktor sosial dalam fashion, Faktor budaya dalam fashion, Dampak tren fashion dalam gaya hidup<br>Pustaka:<br>Handbook Perkuliahan<br><br>Materi: Mengevaluasi dampak ekonomi dari tren fashion pada industri terkait (C5)<br>Pustaka: | 5%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |

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|---|--|---|---|--|--------------------------------|--|----|
| 3 | Menciptakan konsep desain fashion yang inovatif berdasarkan analisis tren dan kebutuhan pasar (C6) | 1. Analisis dampak ekonomi tren fashion<br>2. Kemampuan evaluasi dampak ekonomi pada industri terkait | <b>Kriteria:</b><br>Penilaian Hasil Project / Penilaian Produk<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio   |  | project based learning<br>2x50 | <b>Materi:</b><br>Menciptakan konsep desain fashion yang inovatif berdasarkan analisis tren dan kebutuhan pasar (C6)<br><b>Pustaka:</b> Crane, D. (2020). <i>Fashion and its social agendas: Class, gender, and identity in clothing.</i> University of Chicago Press. | 5% |
| 4 | Menciptakan konsep desain fashion yang inovatif berdasarkan analisis tren dan kebutuhan pasar (C6) | 1. Analisis dampak ekonomi tren fashion<br>2. Kemampuan evaluasi dampak ekonomi pada industri terkait | <b>Kriteria:</b><br>Penilaian Hasil Project / Penilaian Produk<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio   |  | project based learning<br>2x50 | <b>Materi:</b><br>Menciptakan konsep desain fashion yang inovatif berdasarkan analisis tren dan kebutuhan pasar (C6)<br><b>Pustaka:</b> Crane, D. (2020). <i>Fashion and its social agendas: Class, gender, and identity in clothing.</i> University of Chicago Press. | 5% |
| 5 | Menganalisis peran teknologi dalam evolusi fashion dan gaya hidup (C4)                             | indikator peran teknologi dalam evolusi fashion dan gaya hidup (C4)                                   | <b>Kriteria:</b><br>Rubrik peran teknologi dalam evolusi fashion dan gaya hidup (C4)<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk   |  | project based learning         | <b>Materi:</b><br>Menganalisis peran teknologi dalam evolusi fashion dan gaya hidup (C4)<br><b>Pustaka:</b> Evans, C., & Smagula, M. (2022). <i>Fashion and modernity.</i> Berg Publishers.  | 5% |
| 6 | Menganalisis peran teknologi dalam evolusi fashion dan gaya hidup (C4)                             | indikator peran teknologi dalam evolusi fashion dan gaya hidup (C4)                                   | <b>Kriteria:</b><br>Rubrik peran teknologi dalam evolusi fashion dan gaya hidup (C4)<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk   |  | project based learning         | <b>Materi:</b><br>Menganalisis peran teknologi dalam evolusi fashion dan gaya hidup (C4)<br><b>Pustaka:</b> Evans, C., & Smagula, M. (2022). <i>Fashion and modernity.</i> Berg Publishers.  | 5% |
| 7 | Mengevaluasi strategi pemasaran dalam industri fashion berdasarkan analisis pasar dan tren (C5)    | indikator strategi pemasaran dalam industri fashion berdasarkan analisis pasar dan tren (C5)          | <b>Kriteria:</b><br>Penilaian Hasil Project / Penilaian Produk<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk |  | project based learning<br>2x50 | <b>Materi:</b><br>Mengevaluasi strategi pemasaran dalam industri fashion berdasarkan analisis pasar dan tren (C5)<br><b>Pustaka:</b> Moeran, B. (2020). <i>The magic of fashion: Ritual, creativity, and culture.</i> Routledge.                                       | 5% |

|    |   |   |   |                        |                             |  |     |
|----|---|---|---|------------------------|-----------------------------|--|-----|
| 8  | UTS   | project based learning  | <b>Kriteria:</b><br>Rubrik penilaian tes<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Tes  | project based learning | project based learning 2x50 | <b>Materi:</b> materi 1-7<br><b>Pustaka:</b><br><i>Blanchard, T. (2021). Fashion that changed the world. Laurence King Publishing.</i>   | 10% |
| 9  | Menciptakan metode riset baru untuk mengkaji pengaruh fashion terhadap identitas sosial (C6)                | indikator metode riset penciptaan baru untuk mengkaji pengaruh fashion terhadap identitas sosial (C6)                 | <b>Kriteria:</b><br>Rubrik metode riset baru untuk mengkaji pengaruh fashion terhadap identitas sosial (C6)<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk        |                        | project based learning 2x50 | <b>Materi:</b> pengaruh fashion terhadap identitas sosial<br><b>Pustaka:</b><br><i>Blanchard, T. (2021). Fashion that changed the world. Laurence King Publishing.</i>   | 5%  |
| 10 | Menciptakan metode riset baru untuk mengkaji pengaruh fashion terhadap identitas sosial (C6)                | indikator metode riset penciptaan baru untuk mengkaji pengaruh fashion terhadap identitas sosial (C6)                 | <b>Kriteria:</b><br>Rubrik metode riset baru untuk mengkaji pengaruh fashion terhadap identitas sosial (C6)<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk        |                        | project based learning 2x50 | <b>Materi:</b> pengaruh fashion terhadap identitas sosial<br><b>Pustaka:</b><br><i>Blanchard, T. (2021). Fashion that changed the world. Laurence King Publishing.</i>   | 5%  |
| 11 | Menciptakan metode riset baru untuk mengkaji pengaruh fashion terhadap identitas sosial (C6)                | indikator metode riset penciptaan baru untuk mengkaji pengaruh fashion terhadap identitas sosial (C6)                 | <b>Kriteria:</b><br>Rubrik metode riset baru untuk mengkaji pengaruh fashion terhadap identitas sosial (C6)<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk        |                        | project based learning 2x50 | <b>Materi:</b> peran media dalam membentuk persepsi publik terhadap tren fashion<br><b>Pustaka:</b><br><i>Blanchard, T. (2021). Fashion that changed the world. Laurence King Publishing.</i>  | 5%  |
| 12 | Mengevaluasi keberlanjutan praktek dalam industri fashion dan memberikan rekomendasi untuk peningkatan (C5) | indikator Mengevaluasi keberlanjutan praktek dalam industri fashion dan memberikan rekomendasi untuk peningkatan (C5) | <b>Kriteria:</b><br>rubrik Mengevaluasi keberlanjutan praktek dalam industri fashion dan memberikan rekomendasi untuk peningkatan (C5)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif |                        | diskusi 2x50                | <b>Materi:</b><br>Mengevaluasi keberlanjutan praktek dalam industri fashion dan memberikan rekomendasi untuk peningkatan (C5)<br><b>Pustaka:</b> <i>Evans, C., &amp; Smagula, M. (2022). Fashion and modernity. Berg Publishers.</i> | 5%  |
| 13 | Mengevaluasi keberlanjutan praktek dalam industri fashion dan memberikan rekomendasi untuk peningkatan (C5) | indikator Mengevaluasi keberlanjutan praktek dalam industri fashion dan memberikan rekomendasi untuk peningkatan (C5) | <b>Kriteria:</b><br>rubrik Mengevaluasi keberlanjutan praktek dalam industri fashion dan memberikan rekomendasi untuk peningkatan (C5)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif |                        | diskusi 2x50                | <b>Materi:</b><br>Mengevaluasi keberlanjutan praktek dalam industri fashion dan memberikan rekomendasi untuk peningkatan (C5)<br><b>Pustaka:</b> <i>Evans, C., &amp; Smagula, M. (2022). Fashion and modernity. Berg Publishers.</i> | 5%  |

|    |  |  |  |  |                        |  |     |
|----|--|--|--|--|------------------------|--|-----|
| 14 | Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6) | indikator Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6) | <b>Kriteria:</b><br>rubrik Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6)<br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio |  | project based learning | <b>Materi:</b><br>Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6)<br><b>Pustaka:</b><br><i>Moeran, B. (2020). The magic of fashion: Ritual, creativity, and culture. Routledge.</i>   | 10% |
| 15 | Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6) | indikator Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6) | <b>Kriteria:</b><br>rubrik Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6)<br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio |  | project based learning | <b>Materi:</b><br>Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6)<br><b>Pustaka:</b><br><i>Moeran, B. (2020). The magic of fashion: Ritual, creativity, and culture. Routledge.</i>   | 10% |
| 16 | Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6) | indikator Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6) | <b>Kriteria:</b><br>rubrik Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6)<br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio |  | project based learning | <b>Materi:</b><br>Menciptakan desain fashion yang mengintegrasikan elemen budaya lokal dengan tren global (C6)<br><b>Pustaka:</b><br><i>Moeran, B. (2020). The magic of fashion: Ritual, creativity, and culture. Routledge.</i><br><br><b>Materi:</b> evaluasi<br><b>Pustaka:</b> <i>Evans, C., &amp; Smagula, M. (2022). Fashion and modernity. Berg Publishers.</i> | 10% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--|------------|
| 1. | Aktifitas Partisipasi                      | 12.5%      |
| 2. | Penilaian Hasil Project / Penilaian Produk | 37.5%      |
| 3. | Penilaian Portofolio                       | 40%        |
| 4. | Praktik / Unjuk Kerja                      | 5%         |
| 5. | Tes  | 5%         |
|    |  | 100%       |

#### Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.

6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 24 Desember 2024

Koordinator Program Studi S2  
Pendidikan Teknologi Dan  
Kejuruan



ACHMAD IMAM AGUNG  
NIDN 0018066802

**UPM** Program Studi S2  
Pendidikan Teknologi Dan  
Kejuruan



NIDN 0023058603



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