



**Universitas Negeri Surabaya
Faculty of Engineering
, Undergraduate Culinary Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Family Welfare Science	8321102024		T=2 P=0 ECTS=3.18	1	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
		Dr. Hj. Sri Handajani, S.Pd., M.Kes.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																					
	PLO-9	Able to design, carry out, analyze and implement research results in the field of Culinary Education																																																																																																				
	PLO-12	Able to apply the principles of adaptive and normative knowledge that support the field of culinary education																																																																																																				
	Program Objectives (PO)																																																																																																					
	PO - 1	Able to utilize science and technology in the field of IKK, and able to adapt to situations faced in solving problems																																																																																																				
	PO - 2	Master the theoretical concepts in the field of IKK in depth, and be able to formulate procedural problem solving																																																																																																				
	PO - 3	Able to make strategic decisions based on information and data analysis, and provide guidance in selecting various alternative solutions in the IKK field																																																																																																				
	PO - 4	Responsible for one's own work and can be given responsibility for achieving group work results																																																																																																				
	PLO-PO Matrix																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description	The lecture material consists of family welfare science (ikk), family welfare education (pkk), family life as part of science, theoretical perspectives on the family, the nature of the family, family resource management as a system, understanding and scope of family resources, the concept of decision making in the family, allocation of time and household work, family financial management, gender roles, family welfare, and research methods in the family.
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References	Main :
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1. Nurlaela, Luthfiyah. 2017. Ilmu Kesejahteraan Keluarga. Surabaya: University Press Unesa
2. Nurlaela, Luthfiyah. 2010. Peran Pendidikan Ilmu Kesejahteraan Keluarga dalam Pembangunan Masyarakat. Pidato Pengukuhan Jabatan Guru Besar Bidang Pendidikan Ilmu Kesejahteraan Keluarga. Unesa. 7 Januari 2010.
3. Puspitawati, Herien. Edisi Revisi. 2017. Gender dan Keluarga. Bogor: IPB Press.
4. Sumarwan, Ujang. 2002. Perilaku Konsumen. Bogor: Ghalia Indonesia.
5. Puspitawati, Herien. 2013. Pengantar Studi Keluarga. Bogor: IPB Press.
6. Departemen Pendidikan dan Kebudayaan 1974, Pengantar Pendidikan Kesejahteraan Keluarga. Jakarta: Departemen Pendidikan dan Kebudayaan
7. Good, W., 2004. Sosiologi Keluarga. Jakarta: Bumi Aksara
8. Guhardja, S., dkk. 1992. Manajemen Sumberdaya Keluarga, Bogor: Fakultas Pertanian IPB
9. _____ . 1993. Pengembangan Sumberdaya Keluarga. Bogor: Fakultas Pertanian IPB
10. Ihromi, T., 2004. Bunga Rampai. Sosiologi Keluarga. Jakarta: Yayasan Obor Indonesia
11. Megawangi, R., 1999. Membiarkan Berbeda. Bandung: Mizan Pustaka
12. Nasoetion, A. 1988. Pengantar ke Filsafat Sains. Bogor: Litera AntarNusa.
13. Philips Velma, Home Economics Careers For You. New York. : Harper & Row Pub. Inc.
14. Soedarmo, P. dan Sediaoetama, A. 1987. Ilmu Gizi. Masalah Gizi Indonesia dan Perbaikannya. Jakarta: Dian Rakyat.

Supporters:

Supporting lecturer

Mauren Gita Miranti, S.Pd., M.Pd.

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 family welfare science (IKK)	1. Explain IKK terminology 2. Explaining the scientific figure of IKK	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments, use of language, attitude. 2.2. Oral test assessment: accuracy in answering. Form of Assessment : Test		STAD 2 x 50		0%
2	Understanding the basic concepts of IKK (Continued)	1. Analyzing the scientific figure of the IKK 2. Outlining the history of IKK	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments, use of language, attitude. 2.2. Written test: accuracy of answers. Form of Assessment : Test		STAD 2 x 50		0%
3	Understand the concept of family	1. Explain the meaning of family 2. Identify family goals 3. Describe the function of the family 4. Identify family characteristics 5. Describe the family structure 6. Describe the role of the family 7. Describe the stages of family development	Criteria: 1.1. Assessment of student activities: quantity of participation, accuracy of arguments, use of language, attitude. 2.2. Lisan Test: Accuracy of answers Form of Assessment : Test	Scientific Approach 2 X 50			0%

4	Understanding the family ecosystem	<p>1.Explain the meaning of a family ecosystem</p> <p>2.Analyze the family's relationship with its social system</p>	<p>Criteria:</p> <p>1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude.</p> <p>2.2. Written test: Accuracy of answers</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Scientific Approach 2 X 50	Online 2 x 50	<p>Material: Ecosystems in the family</p> <p>Reader: <i>Puspitawati, Herien. Revised Edition. 2017. Gender and Family. Bogor: IPB Press.</i></p> <hr/> <p>Material: Family theory</p> <p>Bibliography: <i>Puspitawati, Herien. 2013. Introduction to Family Studies. Bogor: IPB Press.</i></p> <hr/> <p>Material: Family Ecosystem</p> <p>Literature: <i>Nurlaela, Luthfiyah. 2017. Family Welfare Science. Surabaya: University Press Unesa</i></p>	0%
5	Understanding family theory	<p>1.1. Describe functional/system structural theory</p> <p>2.2. Outline the theory of social conflict</p> <p>3.3. describe social exchange theory</p> <p>4.4. analyze symbolic interaction theory</p> <p>5.5. Analyze development theory</p>	<p>Criteria:</p> <p>1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude.</p> <p>2.3. Written test: accuracy of answers.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Scientific Approach 2 X 50	Online 2 x 50	<p>Material: Family theory</p> <p>Bibliography: <i>Nurlaela, Luthfiyah. 2017. Family Welfare Science. Surabaya: University Press Unesa</i></p> <hr/> <p>Material: Family theory</p> <p>Bibliography: <i>Puspitawati, Herien. 2013. Introduction to Family Studies. Bogor: IPB Press.</i></p> <hr/> <p>Material: Theoretical Family and its Problems</p> <p>Reference: <i>Ihromi, T., 2004. Potpourri. Family Sociology. Jakarta: Indonesian Obor Foundation</i></p>	0%
6	Understand family resource management as a system.	<p>1.Explain the meaning of family resource management</p> <p>2.Describes family resource management as a system</p> <p>3.Identify types and classifications of family resources</p>	<p>Criteria:</p> <p>1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude</p> <p>2.2. Written test: accuracy of answers</p>	Scientific Approach 2 X 50			0%

7	Understanding time management in the family	<ol style="list-style-type: none"> 1.Explains concepts, perceptions, dimensions of time 2.Describe time management patterns 3.Analyze time management for household activities 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude. 2.2. Written test: accuracy of answers. <p>Form of Assessment : Participatory Activities, Tests</p>	Scientific Approach 2 X 50	Online 2 x 50	<p>Material: concept of time Reader: <i>Nurlaela, Luthfiyah. 2017. Family Welfare Science. Surabaya: University Press Unesa</i></p> <hr/> <p>Material: Division of time in the household Reference: <i>Ministry of Education and Culture 1974, Introduction to Family Welfare Education. Jakarta: Department of Education and Culture6. Good, W. , 2004. Sociology of the Family. Jakarta: Bumi Literacy</i></p> <hr/> <p>Material: Family theory Bibliography: <i>Puspitawati, Herien. 2013. Introduction to Family Studies. Bogor: IPB Press.</i></p>	0%
8	U.S.S	in accordance with meeting material 1-7	<p>Criteria: Accuracy of answers.</p>	2 X 50	Online 2 x 50		0%
9	Applying the concept of decision making in the family	<ol style="list-style-type: none"> 1.Explain the meaning of decision making in the family 2.Describe the decision-making process in the family 3.Grouping types of decision making in the family 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written Test: Accuracy in answering 	Scientific Approach 2 X 50	online 2 x 50	<p>Material: Problems in the family Reference: <i>Ihromi, T., 2004. Potpourri. Family Sociology. Jakarta: Indonesian Obor Foundation</i></p> <hr/> <p>Material: decision making References: <i>Puspitawati, Herien. 2013. Introduction to Family Studies. Bogor: IPB Press.</i></p> <hr/> <p>Material: decisions in the household Reader: <i>Nurlaela, Luthfiyah. 2017. Family Welfare Science. Surabaya: University Press Unesa</i></p>	0%

10	Understand family needs and activities	<ol style="list-style-type: none"> 1.Explaining family needs: definition, types, styles and intensity 2.Classifying family needs: definition, types and patterns. 	Criteria: <ol style="list-style-type: none"> 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written test: accuracy of answers 	Scientific Approach 2 X 50	STAD 2 x 50	Material: household activities Reader: Nurlaela, Luthfiyah. 2017. <i>Family Welfare Science</i> . Surabaya: University Press Unesa	0%
11	Explains income management in the family	<ol style="list-style-type: none"> 1.Explain the concept of income 2.Describe the use of income 3.Identify the components of revenue management 	Criteria: <ol style="list-style-type: none"> 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written test: accuracy of answers 	2 X 50	case studies	Material: household finances Reference: Philips Velma, Home Economics Careers For You. New York. : Harper & Row Pub. Inc. <hr/> Material: finances in the household Reader: Nurlaela, Luthfiyah. 2017. <i>Family Welfare Science</i> . Surabaya: University Press Unesa	0%
12	Understanding family welfare	<ol style="list-style-type: none"> 1.Explain the meaning of family prosperity and well-being; 2.Explain the meaning of happiness in the family 3.Identify indicators of family welfare 	Criteria: <ol style="list-style-type: none"> 1.1. Assessment of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written test: accuracy of answers Form of Assessment : Participatory Activities	2 X 50	Case studies 2 x 50	Material: family welfare Reader: Nurlaela, Luthfiyah. 2017. <i>Family Welfare Science</i> . Surabaya: University Press Unesa <hr/> Material: family welfare Reader: Guhardja, S. , et al. 1992 <i>Family Resource Management</i> , Bogor: Faculty of Agriculture IPB	0%
13	Understanding gender and family	<ol style="list-style-type: none"> 1.Explain the meaning of gender 2.Identify gender differences with sex 3.Describe the concept of gender equality and justice 	Criteria: <ol style="list-style-type: none"> 1.1. Assessment of student activities: quantity of participation, accuracy of arguments. asking questions, use of language, attitude 2.2. Written test: accuracy of answers 	Scientific Approach 2 X 50	STAD 2 x 50	Material: gender Bibliography: Nurlaela, Luthfiyah. 2017. <i>Family Welfare Science</i> . Surabaya: University Press Unesa <hr/> Material: gender Bibliography: Puspitawati, Herien. Revised Edition. 2017. <i>Gender and Family</i> . Bogor: IPB Press.	0%

14	Understanding Gender Roles in the Family	1. Identify the concept of gender roles 2. Describe gender-oriented family functions 3. Analyze gender and family life problems 4. Describe gender partnerships in the family 5. Analyzing efforts to overcome gender in the family	Criteria: 1.1. Student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written test: accuracy of answers	2 X 50	Jigsaw 2 x 50	Material: gender Bibliography: <i>Nurlaela, Luthfiah. 2017. Family Welfare Science. Surabaya: University Press Unesa</i> Material: gender Bibliography: <i>Puspitawati, Herien. Revised Edition. 2017. Gender and Family. Bogor: IPB Press.</i>	0%
15	Understanding family studies	1. Explain the scientific basis of family studies 2. Identifying theoretical foundations in family studies 3. Describes the development of family studies	Criteria: 1.1. Observation of student activities: quantity of participation, accuracy of arguments/questioning, use of language, attitude 2.2. Written test: accuracy of answers	Scientific Approach 2 X 50	online 2 x 50	Material: family studies Bibliography: <i>Nurlaela, Luthfiah. 2017. Family Welfare Science. Surabaya: University Press Unesa</i>	0%
16	UAS		Criteria: Accuracy of answers	1 X 50	online 2 x 50	Material: material 9-10 Reader: <i>Nurlaela, Luthfiah. 2010. The Role of Family Welfare Science Education in Community Development. Inauguration Speech for the Position of Professor in the Field of Family Welfare and Science Education. Unesa. January 7, 2010.</i> Material: Gender Readers: <i>Puspitawati, Herien. Revised Edition. 2017. Gender and Family. Bogor: IPB Press.</i> Material: material 10-12 References: <i>Department of Education and Culture 1974, Introduction to Family Welfare Education. Jakarta: Department of Education and Culture.</i> <i>Good, W. , 2004. Sociology of the Family. Jakarta: Bumi Literacy</i>	0%

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.